College Mission
As a Christian independent girls’ school, Presbyterian Ladies’ College aims to provide breadth, strength, balance and quality of education, in both the national and international context, for the purpose of encouraging leadership, service and lifelong personal development and learning.

There is a commitment that our programs and teaching support and promote the principles and practice of:
* elected government;
* the rule of law;
* equal rights for all before the law;
* freedom of religion;
* freedom of speech and association;
* the values of openness and tolerance.
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**College Mission**

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Introduction

The purpose of this guide is to provide an outline of the Years 9 and 10 program at Presbyterian Ladies’ College. Information covers:

- the ways in which your daughter can make the most of her education at the College;
- the pastoral care and support systems;
- the academic curriculum;
- personal and social development programs;
- the broad range of co-curricular activities in which girls can be involved.

The learning environment at Presbyterian Ladies’ College is exciting and challenging, concerned with developing the individual and assisting her to achieve her best. It is underpinned by Christian teachings and values, which are reflected in a spirit of helpfulness, care and service to others.

The College’s Student Welfare Policy clearly outlines the rights and responsibilities of all who work and study in the school. Through commitment to its principles, the College aims to create a happy, purposeful atmosphere for learning. Our highly professional staff are justly proud of the ways in which the girls excel in so many different fields and take pleasure in watching them develop to graduate from the College as independent and confident young women.

Many people share the responsibility for the overall progress and wellbeing of each student. Close co-operation between families and the College promotes the personal and educational development of students, and parents are therefore encouraged to contact the appropriate staff, as necessary.

The following key people are available to discuss any aspect of a girl’s progress:

- Mrs Elaine Collin
  Principal

- Mrs Anne-Marie Williams
  Deputy Principal (Students)

- Mr Geoff Roberts-Thomson
  Deputy Principal (Staff and Administration)

- Ms Josephine Foxcroft
  Director of Curriculum and Learning

The College Counsellors, qualified psychologists, are also an integral part of the pastoral care program. They work with students, staff and parents as the need arises and contribute to the development of the personal development programs offered at each year level.
Curriculum Overview

The curriculum at Presbyterian Ladies’ College is designed to ensure that all students attain high standards of literacy and numeracy. As well as this, the College seeks to fully develop knowledge, skills and understanding across all learning areas and seeks to nurture the spirit, talents and capacities of every student. These include students:

- becoming lifelong learners with creative, holistic and analytical approaches to thinking;
- gaining knowledge and understanding of the Bible and appreciation of the importance of life’s spiritual dimension;
- developing strong character founded upon values, attitudes and regard for self and others, consistent with the teachings of Christianity;
- having qualities of self-confidence, optimism, resilience, wisdom, healthy self-esteem, and a commitment to personal excellence as a basis for their relationships within family, community and as workforce members;
- being active and informed citizens of our democratic Australian society within an international context;
- having skills in analysis and problem-solving, the capacity to work independently and co-operatively in a group context, and the ability to become adaptable, innovative, confident and technologically literate members of their society;
- having the knowledge and cultural understandings which respect individual freedom and celebrate languages and cultures within a socially cohesive framework of shared values;
- being confident communicators in order to contribute actively across a range of situations;
- having the confidence to contribute to or lead a team in a variety of situations;
- developing an understanding of the present and the past in order to promote responsible and creative attitudes towards the future;
- developing a commitment to service and social justice;
- developing a commitment to understanding, preserving and restoring the natural environment through responsible lifestyle choices;
- promoting a lifestyle that enhances health, personal wellbeing and the creative use of leisure time;
- having an appreciation of, and confidence to participate in, the Arts.
Rationale
The core curriculum in Years 7 - 10 provides both depth and breadth in the key learning areas, and aims to challenge and enthuse as well as to maximise the potential of each student. The elective program in Years 9 and 10 allows for wide subject choice so that students can explore subjects in depth or embark on a new path of learning. Students are encouraged to be creative and flexible, independent learners and problem solvers - qualities essential for the challenges of modern life. The academic program in these years is also designed to provide students with an academic grounding so that they may confidently choose either the Victorian Certificate of Education or the International Baccalaureate Diploma in their final years of schooling.

Structure of the Curriculum
The core curriculum in Years 9 and 10 is: Christian Studies, English, Health and Physical Education, Geography, History, one LOTE (Language other than English), Mathematics and Science. In addition, all Year 9 students participate in a program called OutLook.9. Students have the opportunity to investigate and extend their interests and abilities through the elective program.

Year 9 Elective Program
Students choose three semester-length elective subjects.

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<thead>
<tr>
<th>One unit from the Arts:</th>
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<td>Art</td>
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<td>Ceramics</td>
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<td>Design</td>
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<td>Drama</td>
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<td>Multimedia Art</td>
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<td>Music in Multimedia</td>
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<td>Music Performance</td>
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<td>Textiles and Fashion Design</td>
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<th>Two units from the following:</th>
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<td>Advanced Computing and Movies</td>
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<td>Art</td>
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<td>Business Computing</td>
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<td>Ceramics</td>
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<td>Classical Studies</td>
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<td>Design</td>
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<td>Drama</td>
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<td>EAL</td>
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<td>Food and Entertaining</td>
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<td>Multimedia Art</td>
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<td>Music in Multimedia</td>
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<tr>
<td>Music Performance</td>
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<tr>
<td>Nature of Australia</td>
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<td>Textiles and Fashion Design</td>
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OR

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<th>2 sequential units of:</th>
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<tr>
<td>French</td>
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Year 10 Elective Program
Students choose two year long elective subjects.

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<th>Two units from the following:</th>
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<tr>
<td>Art</td>
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<td>Business Information Technology Systems</td>
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<td>Ceramics</td>
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<tr>
<td>Classical Studies</td>
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<td>Commerce</td>
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<td>Design</td>
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<td>Drama</td>
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<td>French</td>
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<tr>
<td>Literature</td>
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<td>Medical Mysteries and Marvels</td>
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<td>Multimedia Art</td>
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<td>Music Performance</td>
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<td>Photography</td>
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<td>Sports Leadership</td>
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<tr>
<td>Textiles and Fashion Design</td>
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<tr>
<td>World Food Traveller</td>
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It should be noted that while every effort is made to meet individual requests, numbers may not warrant a class being arranged, or a timetable clash may be unavoidable.

Subject selection for 2018 will be completed online using the Timetabler site [http://www.selectmysubjects.com.au](http://www.selectmysubjects.com.au)

Details will be emailed to each student. For enquiries regarding the online selection tool please contact Mr Gary Lang, Director of Senior School Administration.
Personal Development

Rationale

During the middle years of their schooling, young adolescents need to:
• adjust to physical, emotional, social and intellectual changes as they grow towards adulthood and independence;
• learn to think in ways which become progressively more abstract and reflective;
• gain experience in decision-making and in accepting responsibility for these decisions;
• develop self-confidence by recognising and appreciating their own sense of identity;
• have opportunities for establishing and maintaining friendships;
• explore leadership challenges;
• achieve personal success and fulfilment.

A coherent, personal development program incorporating these ideas has been developed to ensure students achieve their potential. Students are exposed to a variety of viewpoints from which they learn to understand and appreciate the rights, beliefs and needs of others.

Year 9

Focus
• developing responsible decision-making;
• introduction to positive psychology;
• discovering one's own strengths and identity;
• extending existing leadership skills;
• building positive wellbeing habits.

Year 10

Focus
The Year 10 program is loosely based on Stephen Covey's 'Seven Habits of Highly Effective People'. Each Habit provides a scaffold to explore the following:
• to put into practice, throughout the year, the leadership skills developed in the Year 9 Program;
• to identify and understand individual qualities of leadership, and to recognise and understand one's own leadership characteristics and how best to develop them;
• to consolidate skills and abilities to prepare effectively for the final years of secondary school;
• to encourage personal exploration of values, responsibilities and directions as students reach middle adolescence;
• to explore options and increase knowledge about career directions;
• to provide sessions on examination preparation and stress management.

As in earlier years, the Personal Development program continues in allocated timetabled periods in which the curriculum ranges from practical preparation lessons for work experience and career choices, to emotional intelligence to better understand oneself and one's interaction with others. In addition, effective and responsible decision-making in personal relationships is part of the course.

SILK

The SILK (Service, Initiative, Leadership, Knowledge) program is closely linked to the Personal Development program at this year level. SILK is seen to represent leadership through service to others.

Girls nominate an area of school life where they can contribute and they are encouraged to be individual in their choices, which are many and varied, e.g. Year 7 camp leader, coach for junior sport teams, backstage helper for school productions, editor for House magazines, a position on a school committee or club, Big Sister/Little Sister for the Junior School, etc. Diversity and originality are encouraged, so that girls can follow their interests and talents.

Bright Stars

The Bright Stars Transition Program is a wellbeing initiative to assist girls to maximise their potential in their senior years of schooling. The program consists of an evening parent/daughter forum and a special day program for all Year 10 girls. In 2017 the evening forum focused on the links between sleep and successful learning and the girls participated in activities such as self-defence, mindfulness and zumba.
The Learning Environment

Year 9

**OutLook.9**
Varied educational experiences are critical for developing independent and thoughtful learners. PLC acknowledges the specific needs of students at Year 9 and has created an exciting and challenging year-long program that encourages students to step outside their comfort zone, expand their horizons and learn new skills. The purpose of this program is to increase independence, create authentic learning experiences outside the classroom, encourage creativity and problem-solving skills and develop resilience. It is undertaken by all Year 9 students.

The program aims to build knowledge and skills in a wide range of areas, complementing the academic curriculum and the area of personal development at this Middle School level.

There are five strands that operate interdependently to encapsulate the spirit and content of OutLook.9:
- OutLook.Outdoors
- OutLook.Learning
- OutLook.Whitehorse
- OutLook.Community Action
- OutLook.City

**OutLook.Outdoors**
The Outdoor Education program at Year 9 takes place early in Term 1 and is compulsory for all girls. The five-day program is run in conjunction with the Outdoor Education Group (OEG), a company specialising in school outdoor programs, and takes the form of a journey involving canoeing and bushwalking. Planning and preparation sessions are held for all students prior to the camp. The girls are organised into groups of 10 – 12 from within their form and are self-sufficient, carrying personal and group gear, food and supplies. Skills in leadership, personal growth, initiative, increased independence and responsibility are all outcomes of the camp. Journal writing also encourages reflection about the experiences and the skills learnt.

**OutLook.Learning**
All students undertake OutLook.Learning for one semester. This course engages students in expanding their horizons. It comprises the following units of study: scams and online behaviours, aspects of consumerism, Fair Trade and ethical decision making, rights and responsibilities, civics and citizenship and excursions in the local area.

**OutLook.Whitehorse**
Within OutLook.Learning, students engage in a program of learning about the governance and services of the local municipality – the City of Whitehorse. Independent travel on public transport within Whitehorse gives students the opportunity to explore its environments and facilities. The students use various research tools to collect data and make informed comments on local issues and services.

**OutLook.Community Action**
Students attend a placement at a local kindergarten, childcare centre, primary school, special school or elderly citizens’ facility, to better understand the concept and practicalities of volunteering. During their visits they undertake an action research project and keep a journal.

**OutLook.City**
Students spend five days in the Melbourne CBD, based at The Scots’ Church. An orientation program is run on the first day to familiarise students with the city environment. The remainder of the week consists of timetabled visits to particular landmarks and locations, together with Self-Initiated Projects, which are pre-planned and give students, working in groups, the freedom to explore an area of interest in the city. Emphasis is on group work, journal-style documentation and increased personal awareness in this challenging and exciting environment. A presentation evening for parents is held after the program.
Outdoor Education

Overview
In Years 7 - 10, all students participate in year level camps. Involvement in challenging adventure experiences in the natural environment is an essential component of the personal development and leadership education of each girl at the College. This occurs away from the confines of the school timetable, home routine, technology and consumerism. The Outdoor Education program is developed sequentially, so that each year the students become increasingly resourceful, confident and independent in the outdoor environment.

Led by skilled Outdoor Education specialists and College staff, each girl will:
- discover more about herself, develop self-confidence, independence and a sense of responsibility;
- develop skills in working co-operatively and foster communication and a caring attitude to others;
- gain a greater understanding of leadership;
- experience various natural environments and appreciate their use and care;
- develop skills and interests that promote purposeful use of leisure time in the future.

Year 9
The Outdoor Education program in Term 1 is the first component of ‘OutLook.9’. All students are expected to participate. The program is a five day journey on water and on land, canoeing/kayaking and bushwalking. Groups of 10 – 12 students are self-sufficient, carrying personal and group gear, food and supplies. They are prepared for the trip through work in Personal Development lessons and briefings. They also consider environmental issues and minimal impact philosophies. Opportunities for leadership, personal growth, initiative and increased independence and responsibility, are important aspects of the program. All students complete a journal which allows for reflection during the trip. The Outdoor Education Group, in conjunction with PLC staff, runs this program.

Year 10
In this five day program girls make their own choices. At this level students have experienced a wide range of activities through the Outdoor Education program and, on the basis of this and other interests, they select a particular activity or activities to participate in during the camp. The girls are involved in much of the preparation and planning for these camps, taking responsibility for the menu planning, food and daily program. Camps have included: bushwalking, cycling, rafting, surfing, rock climbing, horse riding and canoeing among others. For many girls this is one of the highlights of their school life and a chance to spend time with friends in the outdoors participating in a recreational activity. PLC staff accompany the students to various venues throughout the state. External providers are engaged to run each program. Experienced and qualified instructors provide all instruction, equipment, safety procedures etc.
The Learning Environment

Christian Studies
In keeping with the Christian ethos of the College, Christian Studies is a part of the curriculum at every year level. There is a particular focus on Christianity and the Bible is a prescribed text.

Our students are encouraged to think for themselves and to approach the study of religion with intellectual commitment, openness, honesty and respect for others. Assessment reflects this multi-faceted approach, based on participation in classroom activities, the quality of the student’s approach to the task, as well as an intellectual understanding and knowledge.

Digital Learning
Presbyterian Ladies’ College believes that digital technologies should be an integral part of the learning process for all students across the curriculum in a dynamic, co-ordinated approach. Each student develops a wide range of computer skills and is provided with opportunities to apply these skills within subject work. Innovative and creative projects enable students to exploit the learning potential that technology provides. Subject teachers, in conjunction with specialist teachers and technical support staff, introduce an increasingly sophisticated range of computer hardware and software as tools for thinking and learning.

For those students who wish to explore further, specialise or refresh their knowledge of ICT, elective courses in computing are offered in Years 9 and 10.

The College provides the latest computer hardware and software for all students and constantly upgrades its computing resources. Students have access to desktop and laptop computers throughout the College as well as printers, scanners, digital cameras and a high-speed connection to the Internet. Student work and subject tasks are stored in personal server folders and cloud storage facilities. Laptop computers are used in the classroom, when required. An Acceptable Internet Use Policy applies.

Other special programs
Year 10

Participation in Politics
A two-day program presents essential knowledge about living in a democratic society which all students need for their future. The three levels of government, the function of parliament and roles of parliamentarians, the passage of a bill through parliament, political ideology, political parties and voting systems are covered. Parliamentarians from the main political parties are invited as guest speakers and students actively engage in an election simulation in which each student has a specific role and function.

Careers Education
Led by the Career Development Practitioner the program is designed to:
* learn about effective career decision-making skills as part of career development;
* investigate the range of career resources;
* explore the relationship of individual abilities and interests in relation to subjects, courses and career choices;
* develop a careers portfolio and use it to document evidence of developing employability skills.

Work Experience
All Year 10 students, 15 years and older, undertake work experience for one week, usually during the second last week of Term 2, for the purposes of sampling a work environment, developing self-confidence and clarifying career aspirations.

The College actively encourages students to undertake work experience to enable them to:
* develop job seeking skills;
* experience work in a field of activity they may be considering for a career;
* assist in the clarification of tertiary study options;
* develop self-confidence from working in a setting which requires contact with a range of people;
* gain experience and develop a network which could assist in gaining casual work and in tertiary selection interviews;
* provide an opportunity for all Year 10s to sample a workplace beyond the College.

With assistance from the Careers Department, each student is expected to find a suitable placement for this week.
Catering for Individual Student Needs
The College seeks to encourage and nurture individual potential by developing in each girl a love of learning and an enthusiasm for study. The Department of Individual Differences assists in the identification of the learning needs of students and makes this knowledge available to class teachers. It also provides flexible programs and courses of study to support and extend the work of the classroom teacher. Opportunities to experience and develop advanced thinking skills are available through courses of extension studies and co-curricular activities.

Learning Support
Assistance for students with identified learning needs may be of short duration providing intensive instruction in particular areas, or long-term support allowing for development of academic skills necessary to study successfully at senior levels. Students may be self-referred or recommended by subject teachers or pastoral care personnel. Support may also follow parent requests for assistance.

Programs
• Learning Support courses are available to recommended students at Years 7 to 10. These non-graded courses aim to extend students' skills in the areas of oral language, reading and writing. Each student follows a program based on individual needs in order to develop competence and confidence, to improve organisation and time management and to support her learning across the curriculum.
• Individual tuition for students from Year 7 to Year 12 may be recommended after consultation with appropriate personnel.

Academically Highly Able students
Programs for academically gifted students are offered throughout PLC. These programs provide a range of learning experiences that give students the opportunity to explore their interests and enhance their exceptional talents beyond the curriculum, in a challenging collaborative environment.

Programs
• Year 9 Mentoring and Research Program. This course gives students the opportunity to engage with a mentor on substantial research project, in some cases through the auspices of Deakin University with the use of university resources. Students involved in the program work closely with a mentor to produce a high calibre research report and oral presentation.

English as an Additional Language Students
Support for students with English as their second language is offered from Years 7 to 12. This assistance aims to ensure effective integration into all aspects of school life and includes communicative and formal academic language skills, appropriate study skills and aspects of cultural transition.

Programs
• Orientation is offered at the start of each term for all students new to the school.
• English as an Additional Language courses of study are available to students who qualify for EAL and those who are recommended.
• The Year 10 EAL English class is designed to teach students to:
  • develop and justify their own interpretation of texts.
  • understand how language features and images are used in persuasive texts.
  • create a range of texts to articulate and explore ideas and language.
• Small group classes may be selected or recommended for further support. They are designed to develop competence and confidence in English language skills. They may offer individualised assistance in the areas of oral language, reading and writing and/or provide support across the curriculum.
• Assistance for students may be provided upon teacher request.
• Modification of mainstream curriculum and tasks carried out in consultation between subject teachers and EAL teachers.
Assessment and Reporting
Assessment in all subjects - core and elective - is based on achievement of specified criteria related to the outcomes of each subject. Achievement is measured in a variety of ways - projects, tests, oral reports, essays, problem-solving exercises, extended research, practical tasks, preparation of folios etc. Formal examinations are introduced at Year 10.

Parents have the opportunity to discuss their daughter’s progress with staff at Parent/Teacher evenings; however, if there are concerns at other times, parents are encouraged to contact the Year Level Co-ordinator.

Comprehensive written reports for each student are issued at the end of each semester. The reports provide considerable detail about each subject a student studies, a progress report on all aspects of learning within that subject and her personal management. The report also provides comments about a student’s wider involvement in the life of the College.

Awards
The College has a number of awards. In order to encourage and reward service, commitment and excellence, House Colours, School Colours and Service Awards recognise individual contribution and effort.

Careers Counselling
Exploration of career options becomes increasingly important for students as they progress through their secondary education. Careers counselling helps students to appraise their interests, abilities and expectations realistically and to choose appropriate courses and subjects. At the College, students have access to an extensive range of printed and electronic resources related to careers, tertiary education courses (Victorian, interstate and overseas) and the prerequisite subjects needed for entry to these. Students may attend lunchtime sessions led by speakers from the professions, and are strongly advised to attend the University and TAFE Open Days.

All students in Year 10 undertake the Morrisby Report, which assists students with matching their abilities and interests with careers. In Term 3 students attend a personal interview with the Career Development Practitioner to help with their choice of Year 11 course and subjects.

The Career Development Practitioner is available, by appointment, to discuss issues related to choice of courses and subjects in Years 11 and 12, tertiary entry requirements and other matters relating to vocational choice.

Co-Curricular Program
The House System
The six Houses - Atholl, Balmoral, Glamis, Leven, Rosslyn and Stirling - are named after Scottish castles. Participation in House activities is a long-standing tradition at the College and allows girls to develop new interests, form new friendships across year levels and to assume leadership responsibilities.

There are many House activities: the Athletics and Swimming Sports, Cross Country, House Concerts and Theatre Sports, Debating, Aerobics, Mathematics, Public Speaking, Team Sports and Chess. House activities are organised by the House Captains who have been elected by the other members of their House. In addition to the Senior Captain and two Vice Captains who are Year 12 students, the girls elect an Intermediate Captain from Year 10 students in each House and a Junior Captain from Year 8.

Sport
The sport and physical education program at the College aims to develop personal fitness and provide opportunities for all girls to participate in a range of enjoyable physical activities. Students learn to set personal goals and to be well-organised. In addition to their compulsory Physical Education classes, all students participate in inter-house sport and are encouraged to participate in inter-school sport. Special skill training is provided for all sports. Each term, various carnivals, tournaments, competitions and after-school matches are held in a variety of sports. Several clubs exist which girls may choose to join.

Sports include:
- athletics
- water polo
- netball
- soccer
- fencing
- cross-country running
- synchronised swimming
- snowsports
- diving
- hockey
- badminton
- softball
- equestrian
- rowing
- aerobics
- tennis
- cricket
- golf
- indoor cricket
- Australian Rules football
- triathlon
- swimming
- basketball
- volleyball

Presbyterian Ladies’ College Years 9-10 Guide to Courses 2018
**Music**

Music is a part of the core curriculum for Years 7 and 8 students. Girls may also choose the elective music classes in Years 9 and 10, and the music courses of the Victorian Certificate of Education and the International Baccalaureate Diploma. In addition, girls may learn an instrument from our professional team of music teachers. Tuition in all orchestral and band instruments, as well as piano, organ, harpsichord and voice, is available. The music program caters for musicians of all abilities, from beginner to L.Mus.A. standard. Membership of ensembles and choirs is open to all interested students. Students who learn an instrument from the Music School are required to join at least one ensemble. A full 80-piece symphony orchestra, as well as over 20 instrumental and vocal ensembles, rehearse each week. Performance opportunities include:

- the annual College Concerts;
- the Gala Celebration;
- a weekly music assembly in Wyselaskie Hall;
- lunchtime and evening small concerts and jam sessions for shared music-making;
- participation in community festivals, eisteddfods and competitions.

**Other Activities**

As part of the College’s commitment to providing a well-rounded education, girls can explore and develop their talents and interests in a variety of activities, clubs and committees that include:

- Drama Club
- Debating Teams
- ‘Patchwork’ Committee
- Classics Club
- Duke of Edinburgh International Award
- Art Club
- ‘Jindi Worabak’ Club
- Chess Club
- Environment Group
- Social Action Committee
- International Week Committee
- Book Club
- Computer Club
- Christian Union
- Japanese Anime Club
- Library / Archives Committees
- Dressmaking
- Public Speaking
- Theatrical Productions
- Maths Committee

**Duke of Edinburgh International Award**

The Duke of Edinburgh International Award is about empowering, experiencing and achieving. What participants choose to undertake is entirely up to them! They get to base THEIR Award around THEIR passions and THEIR ambitions. It is open to young people between the ages of 14 and 25.

Year 9 students can undertake the Bronze level of the Award. They undertake activities in four different areas: Physical Recreation, Skills, Service and Adventurous Journey. A commitment to using out-of-school time is expected. The Year 9 Outdoor Education program can be used to meet the requirements of the Adventurous Journey section at Bronze level. Students in Years 10, 11 and 12 also have the opportunity to join the Award at Bronze, Silver and Gold Level depending on their age.

Fees of $190 per level are charged for students. For further information please visit the website [www.dukeofed.com.au](http://www.dukeofed.com.au)

**Fees**

The cost of compulsory outdoor education activities, visiting speakers, artists and most day excursions is included in the fee structure. However, some excursions and overnight camps may incur additional charges.

**Homework**

Homework is an important requirement at PLC. Regular homework assists the development of sound study habits, enables new work taught in class to be better understood, provides opportunities to pursue areas of enquiry of particular interest and is important if students are to learn material required for tests and examinations.

Students are expected to enter in their School Diary homework set by the class teacher. The time taken by individual students does vary, however the following time allocation is suggested:

- **Year 9**: 2 hours per night (five nights a week)
- **Year 10**: 2.5 hours per night (five nights a week)

Homework is not set during term holidays.
Library Services
PLC Library Services strive to provide access to a breadth of information in an internationally focused, balanced collection in a range of formats. We nurture and support differentiated learning styles in an encouraging and collaborative environment, with the aim to empower our students to become independent lifelong learners and genuine global citizens.

Teacher-librarians work with students in:

- Information Literacy – through carefully designed curriculum-based inquiry units of work, students engage with a diversity of information, both print and digital, to develop new perspectives. They learn to read for meaning and, through creative guided enquiry, build knowledge and understanding.
- Literature – reading is the basis of school achievement and students are immersed in a wide variety of literature from current and new authors to ancient texts. They are encouraged to read for pleasure as well as study.

Access and Borrowing
Students are able to access all resources either by visiting the Library or through the ‘Library Links’ Library Services web site. All students are required to use their ID cards to borrow resources.

The Library Committee
Students are given the opportunity to participate in the daily running of the Library and the planning and execution of Library events by becoming members of the Library Committee. The Library Committee is led by our Library Captain and students on the Committee assist before and after school, recess and lunchtime according to the duty roster.

Library Opening Hours
Monday to Friday 8.00am - 5.00pm

Service
A fundamental principle of the College is the care of and concern for others, which includes both practical and philosophical commitment to service.

The values of service are expressed:

- in School Assemblies;
- through the practical operation of the Student Welfare Policy;
- in various curriculum areas such as Christian Studies and OutLook.9 and Personal Development programs;
- through regular fundraising efforts – weekly collections for a particular charity, Quad Days and Form charity efforts;
- through Community Service;
- in the College’s ongoing support for Neno Girls’ School, Malawi.

Each year thousands of dollars are distributed to various organisations through the fundraising efforts of the students.

Structure of the School Day and Timetable
The College operates on a ten-day cycle. The days of the school year are labelled Week A and Week B and the timetable rotates every ten days. These details are found in the Student Diary which all girls receive on the first day of Term 1. Each student receives a personalised copy of her timetable to place in her Student Diary.

The length of the school day is from 8.25am to 3.32pm. Each day contains 6 x 50 minute lessons. Every day begins with form assembly. On Monday, Tuesday and Thursday mornings there is a 20 minute school assembly. The school assembly provides an opportunity for the whole school to come together and it functions as a devotional start to the day. It provides opportunities for the students to hear a range of interesting speakers, to participate in performances or presentations and to celebrate student achievement. On Wednesday and Friday mornings there is a longer form assembly, a year level meeting with the Year Level Co-ordinator or Chapel service.
Christian Studies

In keeping with the Christian ethos of the College, Christian Studies is a part of the curriculum at every year level. There is a particular focus on Christianity and the Bible is a prescribed text. The students are encouraged to think for themselves and to approach the study of religion with intellectual commitment, openness, honesty and respect for others. Assessment reflects this multi-faceted approach, based on participation in classroom activities, the quality of the student’s approach to the task, as well as an intellectual understanding and knowledge.

Year 9

The Year 9 course introduces students to the study of world religions with a unit on Judaism, including a study of Old Testament books, and an exploration of the problems of prejudice and discrimination. In connection with Reconciliation Week students also explore the impact of figures such as William Cooper and the impact his Christian faith had in standing up for Jews and his own Yorta Yorta people. A short unit on Islam follows at the end of the year. Students also engage in further study of the central message of Christianity through an in-depth examination of the Gospel texts, and of the impact Jesus had on his contemporaries and continues to have today.

Objectives
- to equip students to live effectively in a multi-cultural, multi-faith society;
- to promote understanding of, and respect for, the beliefs, values and practices of other faiths;
- to promote awareness of the part religious traditions have played in the history of the human race;
- to deepen students’ understanding of the origins of Christianity, and its roots in Judaism;
- to increase students’ understanding of the life and teachings of Jesus.

Year 10

This course begins with an exploration of the links between beliefs, values, attitudes and behaviours. A consideration of the relationship between science and faith, and the examination of the nature and function of sacred texts follow. Selected passages from Genesis are studied. The course also provides students with an opportunity to study and examine beliefs and practices of world religions other than Christianity. Students’ understanding of Christian beliefs and teaching is further developed through a study of the Gospel birth narratives.

Objectives
- to develop an understanding of the connections between beliefs, values, attitudes and behaviour;
- to explore the concept of religious commitment;
- to reflect on the purpose, history and use of sacred religious texts;
- to become familiar with the purpose of scientific and religious enquiry and the relationship between them;
- to provide information about, and encourage respect for, the origins, teaching and practices of major world religions;
- to develop an understanding of the history, purpose and use of sacred texts;
- to develop an understanding of the universal religious quest;
- to develop greater understanding of the Christian religion, its origins, growth, teachings and practices;
- to consider and discuss various ethical, social and religious issues carefully and honestly.
English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. 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. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Year 9

The course title for Year 9 English is Identity and Society, reflecting students’ developing maturity and their interest in increasingly complex themes and issues. In this course, students develop their higher-order reasoning skills and they read more complex texts. They learn about the effects of context, purpose, audience, text structures and language features, and employ these in their own writing and oral presentations. Various texts, including a Shakespearean play, Animal Farm, a film, and media texts, provide opportunities for students to develop their critical thinking skills, and to study the techniques and structure of argument.

Unit topics include: The Shaping of Identity, Textual Transformations, and Shakespeare’s Influence.

Year 10

The course title for Year 10 English is Ideals and Insights, reflecting students’ growing maturity, and their consideration of views and values in society. In this course, students continue to develop their higher-order reasoning skills through their study of complex texts. They learn about the effects of context, purpose, audience, text structures and language features, and employ these in their own writing and oral presentations. Various texts, including Shakespeare’s Romeo and Juliet, To Kill a Mockingbird, media texts, and a short film, provide opportunities for students to develop their critical and analytical skills. Students also undertake a study of the techniques and structure of argument.

Unit topics include: Shakespeare’s Representation of Human Experience, Media Debate and Our World, To Kill a Mockingbird as a Classic Text, and Representations of Childhood in Film and Fiction.
Core Subject Descriptions

Geography
Central to the study of Geography is the growing awareness that the distribution of various features over the Earth’s surface is not random but is the result of natural and human factors. Geography seeks firstly to gain information and describe a distribution and then to suggest reasons for it. Maps are very important both in recording patterns and in helping to provide explanations.

Strange and interesting places hold a fascination for everyone, and throughout Years 7-10 it is intended that students gain a broad understanding of places, peoples and cultures different from our own. Attitudes of respect, tolerance and understanding are valued and fostered. Knowledge of Australia’s place in the world is developed.

It is also expected that students should:

• become conversant with different types of maps - the main tool of the geographer;
• gain skills in observing and recording data in the field;
• become skilled at gaining and synthesising information from graphs, statistics and other sources;
• learn skills of graphic presentation displaying accuracy, clarity, economy and a neat arrangement of material;
• develop independent research skills.

Year 9

Climate change and global warming
What is the Greenhouse Effect? How is it different from the Enhanced Greenhouse Effect? Are ice caps melting and sea levels really rising? What is the link between using electricity, using a car and climate change?

This topic provides the opportunity for Geography students to study this environmental issue. A global perspective is used to examine the causes and consequences of global warming, the debate surrounding this issue and possible solutions. This unit extends students’ understanding of weather and climate.

Biomes
The emphasis of this unit is on individual research. Students define their own investigation of an approved topic by designing a set of key questions arranged in logical sequence. Research skills are taught to enable students to complete this major study successfully. Topics investigate different biomes found around the world.

Food security
Global patterns of food production and consumption are unevenly distributed. They are influenced by climate, culture, human modification of environments, soil fertility, landforms, technology, labour and demand. Students investigate the capacity of the world’s environments to sustain food production for projected future population growth.

Urban attitudes and inter connections
From a neighbourhood street to the hub of Melbourne, this unit takes students on a voyage of discovery. The nature of cities is uncovered through streetscape analysis and a study of Melbourne’s growth and functions. Fieldwork and case studies provide opportunities to identify and explore the challenges faced by urban areas around the world.
Geography (continued)

**Geographies of human wellbeing**

Through the use of a Google site, students investigate different ways of measuring and indicating human wellbeing. Wellbeing is classified under socio-cultural, economic and environment criteria and a range of countries are highlighted, including Malawi, Brazil and nations in the Pacific Islands. The reasons for variations in wellbeing are investigated both on a global level and across Australia. Indices such as the Human Development Index and the Happiness Index help students structure their understanding of human wellbeing.

The link between wellbeing and population data is then investigated. Geographic Theory which helps describe the changes in populations over time, such as the Demographic Transition Model, and analysis of population profiles, provide structures for student understanding of a range of countries of the world.

**Environmental change and management – Collaborative Research Report**

Students explore the impact of people on the environment through an individual research task that allows students to specialise in an area of interest related to a global environmental issues. Broad topics are narrowed down to allow for case study examples examining how humans can manage environments for sustainability. The research project is followed by a creative task that asks students to explain their research topic through a different medium, such as a children’s book or song.

**Environmental change and management in coastal environments**

Through an in-depth study of the coastal environment, students investigate the major challenges to the sustainability of the environment and how people both perceive and respond to these challenges. Students will learn to apply human-environment systems thinking to understand the causes and consequences of changes in the environment. Geographical concepts and methods are developed to select and evaluate strategies used by government and non-government organisations to manage changes in the environment.

A focus on tourism in a coastal region allows for an in-depth study into the impact of tourism on coastal areas, both around Australia and globally. A local fieldwork excursion is conducted to Phillip Island, investigating both eco-tourism management at the Phillip Island Nature Park and use and management of the Cowes region.
Health and Physical Education

Year 9

The Year 9 Physical Education course introduces students to a progressive range of experiences that provides opportunities to be creative, competitive and to face up to different challenges as individuals and in a team environment. It focuses on developing qualities that enable students to understand fair play and positive sporting behaviour, as well as the ability to cope with success and failure in competitive and co-operative activities. Participation in challenging multiple sport events such as an aquathon encourages the transfer of movement concepts and strategies to physically and mentally competitive activities. The hockey and netball units further refine the students’ ability to apply complex movement strategies, build confidence and apply strategies for successful outcomes when working in groups or teams. Other activities include athletics, softball and sofcsrosse.

A major focus of Term 3 is on sport education where they develop an understanding of the roles of community sport. By taking an active role in their own sport experience they are able to reflect on how fair play and ethical behaviour can influence the outcome of games. Students work collaboratively, demonstrating leadership when working in teams to plan their own sport tournaments. They work co-operatively to plan and implement strategies during competitive game play and actively participate as performers, officials, captains, trainers, statisticians, administrators and coaches. Teams develop camaraderie through team uniforms, names and cheers as they work together to learn and develop skill and tactical play.

In aquatics, there is an emphasis on swimming endurance and swimming for performance with a focus on stroke technique. Students continue to develop their water safety awareness and skills through participation in a PLC Bronze Star initiative.

Students have a designated semester for health lessons, which cover areas such as nutrition, risk-taking and drug use. They analyse diets using various food selection models and the culture and consequences of drug use in Australian society. The content helps students gain confidence to think for themselves and make informed choices and decisions about their health and wellbeing now and in the future.

Year 10

The Year 10 Physical Education course introduces students to an experiential curriculum that is challenging, enjoyable and physically active. It moves away from specific skill instruction and focuses on participation, allowing students to discover their aptitudes, abilities and preferences, so that they can make choices about how to get involved in lifelong physical activity. There is an emphasis on the importance of physical fitness and training, and students are introduced to a range of challenging fitness activities, such as swimming, pilates, spin classes, circuit training and boot camp, which enhance health and fitness. They learn about training methods and principles involved in improving physical fitness and acquire the skills to implement a training program and maintain a healthy lifestyle.

Students participate in a Sport Aerobics unit where they work collaboratively to evaluate and refine specialised movement concepts and compositions, whilst using feedback to enhance performance when composing and performing movement sequences. Participation in various ball games such as badminton, cricket and the Footy Codes unit, (including touch football, soccer and Australian Rules), ensures students continue to develop physical competence and apply specialised and complex movement skills and strategies to various game situations. In aquatics, there is an emphasis on swimming endurance, fitness and water-based recreational activities with students participating in a variety of activities such as water aerobics, zumba, boxercise, water running, endurance training, stroke development and diving.

Students also participate in Health lessons throughout one semester. These lessons focus on developing students’ knowledge, understanding and skills to enable them to establish and manage respectful relationships, and develop positive practices in relation to their reproductive and sexual health.
History

Year 9 - Australia and the World 1750 - 1918

The Year 9 course is a truly global one that looks at major world events from 1750 to 1918. It begins in mid 18th century, a time when the Industrial Revolution had just begun in Britain and the British Empire was the greatest world power, ruling a quarter of the globe with colonies on all continents. Slavery was part of that empire and we study the movement to abolish this trade in human beings. The east coast of North America had been colonised by Britain and we study the efforts of the American colonists to become independent. Britain was also interested in trading with Asia and we discover what happened when British traders came into conflict with the Chinese Emperors.

In Semester 2, the focus moves back to Australia, another colony of Britain. We look at the issue of ‘discovery’ and the conflict between the first British settlers and the indigenous peoples. We watch the colonies grow and become rich, especially Melbourne from the Gold Rush, and the unique national identity that developed by the end of the 19th century, leading to Federation and the establishment of Australia as an independent country. The first real test for the new nation was World War I and we investigate the contribution of Australian soldiers to the war effort in Gallipoli and the Western Front in France and Belgium.

Year 9

World of 1750

Huge Technological Change – The Industrial Revolution
- Changes in agriculture and industry from 1750
- The building of factories and mills – very profitable for the owners but what about the child workers?
- What were the positive results of the Industrial Revolution?

The British Empire – Britain rules the waves
- Why did the British want colonies?
- Mapping the empire – where and why were British colonies located in all corners of the world?
- The slave trade – what were conditions like for the slaves on board the slave ships and when they reached the colonies? Who wanted to stop the slave trade, and how did they try to convince the government in Britain to abolish it?

American Colonies – from Thanksgiving to Yankee Doodle
- Mapping North America – which other European countries had colonies?
- Who were the first British colonists in North America?
- Why did the colonists become resentful of Britain by 1750 and what issues made them so angry that they were prepared to fight for their independence?
- An overview of the War of Independence and the reasons why the colonists won
- The issue of slavery in the 19th century and the work of abolitionists in the USA
- Abraham Lincoln’s leadership and the reasons for the Civil War of 1861.

China – Tea and Opium
- The reasons the British wanted to trade with China and the diplomatic mission to China of Lord Macartney in 1793.
- 19th century attempts by the British to trade with China, including the introduction of the Opium trade and the Opium Wars, leading to harsh treaties and the opening of Chinese ports to Britain and other European powers - France, Germany and Russia. The Taiping and Boxer Rebellions are studied as a reaction to European influences.

Australia – What does ‘discovery’ mean?
- An exploration of different points of view and different groups of settlers

Australian Colonies before Federation
- Initial contact with indigenous people particularly in Sydney and Melbourne.
- How did the Australian colonies develop from convict settlers to immigrants from Britain and also other European countries, especially at the time of the Gold Rush?
- How did Melbourne grow from an important port to a bustling city, known as ‘Marvellous Melbourne’ for all its well-planned streets and grand buildings?

National Identity and Federation
- Towards the end of the 19th century, many colonists became more aware of their unique identity - How did artists and writers explore Australian themes in their work?
- Why did all the colonies of Australia eventually decide to join together to create the independent country of Australia in 1901?
Year 10 - Modern World and Australia 1918 to the present

The aim of the Year 10 History course is to study major world events in the modern world, with an emphasis on Australia in its global context. The 20th Century saw the world transformed by political turmoil, global conflict and international cooperation. There are three depth studies – World War II (1939 – 45); Rights and Freedoms and the Globalised World.

Essential skills in Year 10 History include sequencing events and demonstrating relationships between events; evaluating and analysing historical sources; using primary and secondary sources and evaluating reliability; looking at different historical perspectives communicating ideas in written, graphic, oral and digital forms.

Year 10

World War II

Students will investigate wartime experiences in depth. This will include a study of the causes, events, outcome and broader impact of the conflict in both world history and the nature of Australia’s involvement. Case studies will include significant events in Europe and Asia and experiences of Australians as soldiers at Kokoda and Singapore and as prisoners of war. The impact of the war on the Australian homefront will be considered, including government controls and the role of women. The significance of the war to Australia’s international relationships will be discussed with reference to the United Nations, Britain and the United States.

Assessment will be based on individual research: analyses of a range of primary, secondary and visual sources. Students will also be able to identify relationships between events across different places and periods of time.

The Cold War

This will be an overview study with reference to the nature of the Cold War and Australia’s involvement in the Cold War and post Cold War conflicts. Contexts will include post war Berlin; Vietnam and The Cuban Crisis. Assessment will focus on key events, individuals and different perspectives of the past.

Rights and Freedoms

This will be the second depth study. Students will investigate struggles for human rights. Case study One focuses on the USA’s Civil Rights movements. A study of the background issues from 1865, Martin Luther King, Montgomery Bus Boycott and the Freedom Rides will be included. Case study Two will include the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 and the gaining of rights from the 1960s to Reconciliation and the Apology. Assessment will focus on the case studies.
Languages other than English

Overall philosophy and aims for language learning

The study of languages other than English will enable students to:

• develop their ability to read and listen and communicate in speaking and writing;
• develop a conscious awareness of the structure of language and how language is learned;
• gain insight into the culture (the personal lifestyles, public life and the imaginative and creative aspects) of the language being learned;
• use their new language to increase their knowledge of the world and to acquire general knowledge.

At PLC, all students are expected to study at least one language other than English (LOTE) until the end of Year 10. The College offers six languages:

• Chinese
• French
• German
• Indonesian
• Japanese
• Latin

These languages are offered at a beginning level at Year 7 and are all offered through to the International Baccalaureate Diploma Programme (IB) and the Victorian Certificate of Education (VCE) in Years 11 and 12. Please note that a language is compulsory for the IB programme.

The following table indicates pathways and entry points for these languages.

<table>
<thead>
<tr>
<th>Language</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Years 11 and 12</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>VCE</td>
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<tr>
<td>Chinese</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Latin</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>French</td>
<td>C</td>
<td>C</td>
<td>C</td>
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<tr>
<td>German</td>
<td>C</td>
<td>C</td>
<td>C</td>
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<tr>
<td>Indonesian</td>
<td>C, B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Japanese</td>
<td>C</td>
<td>C</td>
<td>C</td>
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</tbody>
</table>

B - Beginners (indicates an entry point)
C - Continuing (indicates an ongoing pathway)
VCE - Victorian Certificate of Education
IB - International Baccalaureate

Students who arrive new to the College in Year 9 may not have sufficient background knowledge in a LOTE. If this is the case, students will study Beginners’ Indonesian.

New Year 10 students do not have sufficient background knowledge in a LOTE will be allocated an alternative study program by the Director of Curriculum and Learning.

At Years 9 and 10, French is offered as an elective. However, classes in the elective language will only run if there are sufficient enrolments. Since it is not possible to offer all combinations of languages, the following chart and information needs to be taken into consideration.

<table>
<thead>
<tr>
<th>Core</th>
<th>Chinese</th>
<th>French</th>
<th>German</th>
<th>Indonesian</th>
<th>Japanese</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>French</td>
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</tbody>
</table>

Please also note that there may be timetable constraints which could affect the possibility of studying two LOTEs in Years 11 and 12.
### Languages other than English - Latin

The course enables students to read Latin and to develop an understanding of Latin literary styles and the values of Roman civilisation, focusing on the first century AD. From the study of Latin, students note English derivations and learn the grammatical structure of an inflected language. Language study facilitated by knowledge of Latin includes that of French, Italian, Spanish, Romanian and Portuguese. Heightened awareness of the structure of language also assists in the study of Japanese and German. The course familiarises students with Roman achievements and Roman influence on Western culture.

At PLC the Cambridge Latin course is used. It is an integrated course for Years 7 to 10, comprising Stages 1-40. Each stage introduces a new grammatical concept, a vocabulary list, a number of Latin passages based on a particular theme and an aspect of Roman culture, society or history. Approximately 10 stages are covered each year.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Third year of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stages 21-30 of the Cambridge Latin Course.</td>
</tr>
<tr>
<td></td>
<td>This continues the study of Roman Britain: Unit 3 is set in British cities of Bath and Chester, and then moves to Imperial Rome (Unit 4). The course consolidates the work studied previously and introduces principles, the subjunctive form and subordinate constructions, the passive voice, constructions expressing time and further vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Special studies include religion in the Roman world, the Roman Army and the Jewish revolt at Masada.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Fourth year of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stages 31-40 of the Cambridge Latin Course.</td>
</tr>
<tr>
<td></td>
<td>Domitian’s reign exemplifies the complexity of court life and leads to the study of Roman authors: Martial, Catullus and Ovid. The course consolidates the work studied previously and introduces deponent and irregular verbs, the future tense, gerundives, 4th and 5th declension nouns, indirect speech and further uses of the subjunctive.</td>
</tr>
<tr>
<td></td>
<td>Special studies cover the lives of the emperors, Roman politics and Roman authors.</td>
</tr>
</tbody>
</table>
Languages other than English (continued)
- Chinese, French, German, Indonesian and Japanese

Victorian Curriculum: Languages Structure
The content descriptions of the Languages Curriculum 7-10 are organised through two interrelated strands. The two strands are Communicating and Understanding. Each strand contains several sub-strands.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strands</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating:</td>
<td>Socialising</td>
<td>Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.</td>
</tr>
<tr>
<td></td>
<td>Informing</td>
<td>Obtaining, processing, interpreting and conveying information about personal world through a range of oral, written and multimodal texts; developing and applying knowledge.</td>
</tr>
<tr>
<td></td>
<td>Creating</td>
<td>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.</td>
</tr>
<tr>
<td></td>
<td>Translating</td>
<td>Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.</td>
</tr>
<tr>
<td></td>
<td>Reflecting</td>
<td>Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.</td>
</tr>
<tr>
<td>Understanding:</td>
<td>Systems of language</td>
<td>Understanding language as a system, including sound, writing, grammatical and textual conventions</td>
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<tr>
<td></td>
<td>Language variation</td>
<td>Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.</td>
</tr>
<tr>
<td></td>
<td>and change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The role of language</td>
<td>Analysing and understanding the role of language and culture in the exchange of meaning.</td>
</tr>
</tbody>
</table>
## Languages other than English - Chinese

### Year 9

<table>
<thead>
<tr>
<th>Topics</th>
<th>Linguistic elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• school holidays</td>
<td>• conjunctions: or, if, as soon as</td>
</tr>
<tr>
<td>• the seasons</td>
<td>• prepositions: to</td>
</tr>
<tr>
<td>• celebrating Chinese New Year</td>
<td>• comparison of adjectives</td>
</tr>
<tr>
<td>• asking for and giving directions</td>
<td>• expressions of directions</td>
</tr>
<tr>
<td>• counting 10 000 – 100 000 000</td>
<td>• prefix + number as an ordinal number</td>
</tr>
<tr>
<td>• travelling by bus</td>
<td>• measures of length and distance</td>
</tr>
<tr>
<td>• shopping</td>
<td>• expressions of money</td>
</tr>
<tr>
<td>• visiting the doctor</td>
<td>• measures</td>
</tr>
<tr>
<td>• watching television</td>
<td></td>
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<tr>
<td>• going to the movies</td>
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<tr>
<td>• sports events</td>
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</tbody>
</table>

### Year 10

<table>
<thead>
<tr>
<th>Topics</th>
<th>Linguistic elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• regions of China</td>
<td>• possessive adjectives</td>
</tr>
<tr>
<td>• home towns</td>
<td>• negatives</td>
</tr>
<tr>
<td>• urban and rural life</td>
<td>• conjunctions</td>
</tr>
<tr>
<td>• making travel arrangements</td>
<td>• optative verbs</td>
</tr>
<tr>
<td>• at the airport</td>
<td>• passive</td>
</tr>
<tr>
<td>• house</td>
<td>• verbs with complement</td>
</tr>
<tr>
<td>• weather forecast</td>
<td>• proper nouns: countries and cities</td>
</tr>
<tr>
<td>• going sightseeing</td>
<td>• nouns with localiser</td>
</tr>
<tr>
<td>• food</td>
<td>• tenses of verbs: past continuous,</td>
</tr>
<tr>
<td>• personality</td>
<td>present perfect, present/future</td>
</tr>
<tr>
<td>• Chinese horoscope</td>
<td>• conditional comparative and superlative adjectives</td>
</tr>
<tr>
<td>• hopes and aspirations</td>
<td></td>
</tr>
</tbody>
</table>
Languages other than English - French

**Year 9**

**Topics**
- greetings
- numbers (dates)
- describing appearance and personality
- self and family
- house
- daily activities
- transport
- sport
- hobbies/films
- shops
- food and health
- body parts
- fashion, clothes and buying clothes
- professions
- famous people
- school
- internet
- environment
- future plans

**Linguistic elements**
- tenses of verbs (present, imperative, passé composé, near future tense, future tense, imperfect)
- possessive adjectives
- interrogative adjectives
- adjectives (agreement)
- adjectives (comparisons)
- adverbs
- negative (ne ... pas, ne ... jamais, ne ... rien)
- quantity expressions and pronouns ‘en’
- direct, indirect pronouns
- interrogation
- articles
- demonstrative adjectives
- modal verbs (pouvoir, vouloir, devoir)
- prepositions

**Year 10**

**Topics**
- self and family
- young people and friendship/love/careers/aspirations
- expressing feelings/ideas/intentions/preferences
- asking for information
- giving advice/one’s opinion
- informing/justifying oneself
- countries and travel
- hobbies and sport
- daily life
- education in France
- French-speaking countries
- telephone conversations
- media
- theatre/music
- food
- health

**Linguistic elements**
- tenses of verbs (present, perfect, imperative, imperfect, future, pluperfect)
- conditional
- possessive and interrogative adjectives and pronouns
- negative
- reflexive verbs
- disjunctive pronouns
- quantity expressions
- object pronouns: direct and indirect
- comparative and superlative adjectives
- relative pronouns: qui, que
- adjectives: feminine, plural
- use of infinitive
### Core Subject Descriptions

**Languages other than English - German**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Topics</th>
<th>Linguistic elements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• hobbies</td>
<td>• more possessive pronouns</td>
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<td>• German food</td>
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<td>• asking for and giving permission</td>
<td>• plural noun endings</td>
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<td>• more likes/dislikes</td>
<td>• comparative and superlative adjectives</td>
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<td>• celebrating a birthday party</td>
<td>• more on conjunctions: dass, weil, bis, bevor, wenn, als, ob, obwohl</td>
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<td>• visiting Berlin</td>
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<th>Topics</th>
<th>Linguistic elements</th>
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<td>• more perfect tense structure</td>
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<td>• making complaints</td>
<td>• adverbs of time, manner, place</td>
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<td>• German cuisine</td>
<td>• separable verbs</td>
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Presbyterian Ladies College *Years 9-10 Guide to Courses 2018*
Languages other than English - Indonesian

Year 9

Topics
- friendships
- going to the doctor: describing symptoms, instructions for taking medicine
- healthy and unhealthy lifestyles
- shopping at the market: bargaining
- going to a restaurant: Indonesian food, cooking, ingredients, menu
- telephone conversation
- street-life and street activities
- people and their occupations
- housing: names of various rooms, the furniture and common family activities
- destination and places
- giving directions, the compass, the city and its buildings

Linguistic element
- position of qualifiers, word order
- the suffix: nya
- the use of tense indicator: tadi, dahulu, baru, sedang, sudah, akan, nanti etc.
- simple verbs and me-verbs
- conjunctions: sambil, sementara, sedangkan, bahwa
- making nouns plural
- indicating frequency
- ke-an verbs
- pe- prefix
- -an suffix
- the prefix me-
- the prefix ber-

Year 9 Beginners

Topics
- going to the doctor: describing symptoms, instructions for taking medicine
- healthy and unhealthy lifestyles
- shopping at the market: bargaining
- going to a restaurant: Indonesian food, cooking, ingredients, menu
- telephone conversation
- street-life and street activities
- people and their occupations
- housing: names of various rooms, the furniture and common family activities
- destination and places
- giving directions, the compass, the city and its buildings

Linguistic element
- position of qualifiers, word order
- the suffix: nya
- the use of tense indicator: tadi, dahulu, baru, sedang, sudah, akan, nanti etc.
- simple verbs and me-verbs
- conjunctions: sambil, sementara, sedangkan, bahwa
- making nouns plural
- indicating frequency
- ke-an verbs
- pe- prefix
- -an suffix
- the prefix me-
- the prefix ber-

Year 10

Topics
- sightseeing in Yogyakarta
- travelling to Indonesia
- visiting a village
- visiting Borobodur temple
- rice farming
- religious ceremonies
- environmental issues; floods, volcanoes, seasons, weather
- music and entertainment
- Indonesian family life
- teenage life
- applying for jobs

Linguistic elements
- adverbs
- because of that..
- one of...
- passive voice
- use of para, kaum
- conjunctions: sehingga, supaya
- prefix pe-
- suffix -kan
- confirmatory questions with the -kah suffix
- pe-an, memper-
- ter-
- informal/formal register
- imperatives
- makin ... makin ... pattern
## Core Subject Descriptions

### Languages other than English - Japanese

#### Year 9

**Topics**
- school
- self-introductions: talking about self, interests and daily routines
- seasons
- describing people: physical appearance, clothing, colours
- discussing the weather
- visiting places
- school life
- houses and contents
- travel
- cultural activities

**Linguistic elements**
- introduce 37 kanji characters
- inviting
- adjectives: past, negative
- verb form te
- asking/telling the time
- expressing location
- asking/giving reasons
- counting objects
- permission forms
- volitional form of verbs
- preferences
- particle: from, to
- connectives: adjectives and verbs
- large numbers
- potential form of verbs
- making arrangements
- positions
- letter writing conventions

#### Year 10

**Topics**
- eating out
- exchange students
- walking around/travel in Japan
- sports/leisure
- part-time work
- Japanese media
- short story
- current affairs project

**Linguistic elements**
- adjectival tenses, joining adjectives, nouns and verbs
- verbs – potential form
- narimasu - to become
- kara – because, ga - but
- expressing simultaneous activities
- time clauses, expressing duration of time
- directions
- comparatives
- when/if clauses
- expressing opinions, reporting, quoting
- verbs of motion
- plain form of verbs
- plain form of adjectives
- permission
- must
- connectives
- counting items/ordering/present continuous
- introduce 56 kanji characters joining verbs, nouns
- present continuous tense
- time sequence
Core Subject Descriptions

Mathematics

The Structure of the Mathematics Program

At each year level, mathematics classes are timetabled concurrently. This enables differentiation of the curriculum and flexible groupings to meet the individual learning needs of students.

From Year 9, an acceleration program is available for those who have shown aptitude and high levels of achievement in all areas of the mathematics curriculum. These students undertake to study the content of Years 9 and 10 in one year and then in Year 10 they have the opportunity to study VCE Mathematical Methods, Units 1 and 2. When these students are in Year 11, they have the choice of broadening their curriculum by taking another Year 11 maths subject and completing Mathematical Methods Units 3 and 4.

At Years 9 and 10, extension classes are also offered and these enable talented students to learn at a faster pace and to greater depth than the other bands. In Years 9 and 10, other students are grouped into three and two bands respectively, with all students studying the same core material, as it is on the basis of the core that the following year’s work is built. Band 1 classes are made up of students who have established a sound skills base. Band 2 classes move at a slightly slower pace and are of a smaller size to enable more individual attention by the teacher. The Band 3 class is smaller again to enable individual attention to be given to students who need reassurance and extra assistance to overcome gaps or weaknesses in their prior knowledge, as well as meeting new material at a suitable pace.

At Year 10, a class also operates for students for whom the traditional Year 10 courses are inappropriate. Its structure and content prepares students for General Mathematics and Further Mathematics at Years 11 and 12, respectively.

Students new to the school are tested on entry using two tests to ascertain development of skills associated with the previous school year’s learning in mathematics and innate mathematical ability. Allocation to the bands is made on the basis of these test results; however, it must be emphasised that the composition of these groups is flexible to allow movement, where appropriate, between bands.

Pathways in Mathematics from Year 9 and 10

Year 9

<table>
<thead>
<tr>
<th>Acceleration</th>
<th>Extension</th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
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Year 10

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<tr>
<th>Mathematical Methods 1 &amp; 2 (VCE)</th>
<th>Extension</th>
<th>Band 1</th>
<th>Band 2</th>
<th>General Mathematics</th>
</tr>
</thead>
</table>
Core Subject Descriptions

Mathematics

Year 9

In all topics, attention is paid to revision of concepts and skills introduced in the previous year to provide a foundation for new learning. All students are expected to purchase the TI-Nspire (CAS) calculator and these are used extensively throughout the course. Students in the Acceleration class study the Year 9 and 10 courses within the one year.

The study of algebra maintains a focus on linear functions with greater formalisation of skills to incorporate the general equation of a straight line, determination of gradient and y-intercept from graphs and the general equation, and sketching straight lines. The solution of linear inequations includes those in which the coefficient of the pronumeral is negative. Simultaneous linear equations, expressed symbolically and in words, are solved using graphical methods, substitution and elimination. Expansion and factorisation of quadratics over the rational number field are introduced, with the latter providing the foundation for solution of quadratic equations. The study of algebraic fractions is extended to incorporate quadratic expressions. The parabola, the graph of quadratic functions, is plotted to develop awareness of the key features of these graphs, which enables students to sketch them by recognising transformations and to solve quadratic equations. The study of indices is extended to include negative powers.

The study of similarity and congruency in triangles is the major focus of the study of geometry. Geometry software facilitating this study can be used.

Studies in measurement are commenced with the derivation and use of Pythagoras’ Theorem to find sides in right-angled triangles in 2-dimensional space. Focus on right-angled triangles is extended to include use of the trigonometric ratios to find any angle or side, given two sides or a side and an angle of the triangle.

Students engage in a range of problem-solving experiences to learn concepts and to apply their mathematical knowledge in unfamiliar situations which may include the use of spreadsheets. They are given opportunities to participate in a range of problem-solving activities including the Melbourne University Mathematics Competition (Acceleration and Extension classes only) and the Australian Mathematics Competition.

Year 10

In all topics, attention is paid to revision of concepts and skills introduced in the previous year to provide a foundation for new learning. All students are expected to own the TI-Nspire (CAS) calculator and these are used extensively throughout the course.

The major focus of studies in algebra lies with the extension of factorisation skills over the rational and real number field. Completion of the square and the use of the quadratic formula are introduced to solve quadratic equations. Graphing skills are extended to include sketching parabolas by finding relevant points. Solution of quadratic inequations using graphical techniques and solution of simultaneous equations involving a linear and quadratic function are studied. Prior informal exposure to fractional powers is extended to provide meaning and skills in their application when applying the index laws. In linear algebra, the study of matrices is introduced covering the basic operations as well as the application of matrices to solve simultaneous equations.

The development and use of theorems associated with circles are the main features of studies in geometry.

The focus of measurement work is trigonometry and solution of right-angled triangles focuses on applications of previously learned relationships to problems involving bearings and angles of elevation and depression. The graphs of the trigonometric functions are drawn with important features such as period and amplitude noted. Use of exact values and symmetry properties facilitates the solution of simple equations. The measure of angle is extended to include the unit called the radian.

The study of number focuses on developing students’ skills to simplify surds and to carry out the four operations with these numbers.

Students engage in a range of problem-solving experiences to learn concepts and to apply their mathematical knowledge in unfamiliar situations. They are given opportunities to participate in a range of problem-solving activities including the University of Melbourne School Mathematics Competition (Acceleration and Extension classes only) and the Australian Mathematics Competition.
Mathematics (continued)

General Mathematics

Year 10

The emphasis of this course is on applications of mathematics that are accessible to students without undue focus on the use of algebraic skills. On completion of this course students are able to study VCE General Mathematics and Further Mathematics in Years 11 and 12 respectively.

All students are expected to own a TI-Nspire (CAS) calculator and these are used extensively throughout the course as a calculating tool and graphing tool.

Algebra study is restricted to the solution of linear equations and the sketching of linear graphs.

The focus of geometry is the review of planar geometry with particular attention paid to similarity. Solution of triangles using Pythagoras’ Theorem and the trigonometric ratios are the focus of work in measurement.

Number refines the skills associated with the use of calculators with particular attention paid to financial applications. These include business-related mathematics, such as interest and hire purchase, as well as personal money management. Matrices are introduced as an alternate number processing system and then used to solve simultaneous equations.

The study of univariate and bivariate statistics involves the display and interpretation of data and the use of common statistical measures to summarise the data.

VCE Mathematical Methods (CAS) Units 1 and 2

In Mathematical Methods students develop skills in a variety of areas of mathematics that are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work.

The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course.

Year 10

Areas of Study
- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Outcomes
On completion of a unit the student should be able to:
- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures;
- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics;
- use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment:
Assessment for each unit comprises tasks selected from the following:
- assignments and tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving and modelling tasks.
Science
All students study General Science in Years 7 - 10. As a result of these studies the students should be able to:
• use their knowledge of science to develop and evaluate scientific arguments;
• understand and use scientific terms correctly;
• understand scientific concepts and apply these in diverse situations;
• see the personal relevance of what they learn in the classroom;
• develop laboratory skills, giving due regard to potential hazards and appropriate safety measures;
• formulate hypotheses and design experiments to test hypotheses;
• clearly communicate scientific ideas;
• confidently apply their knowledge and skills to solve unfamiliar problems.

Students work both individually and in groups on a range of tasks including experimental investigations, other practical activities, researching a variety of forms of information, problem-solving and data analysis.

Year 9

In Year 9 the focus is on Applying Science. Students’ skills and knowledge of Science continue to be developed. Science as applied to real world examples is explored.

The core of things
Students are introduced to the concept of atomic and nuclear structure. They investigate how our understanding of the nature of matter has changed over time. Radioactivity and static electricity will be introduced as manifestations of the particle nature of the atom.

Balancing the energy budget
Students are introduced to the concepts of energy and work. Various forms of energy and its conversion are also investigated. An understanding of electricity and how to build circuits is incorporated into this unit.

Ecosystems
Students discover how inputs and outputs are monitored and kept in balance in ecosystems. Light and photosynthesis are also investigated.

Response to stimuli
Students study the ways in which animals respond to their environments. The five senses and their link to the nervous system are investigated.

Data logging
This is a ‘hands on’ unit in which students design experiments that incorporate data logging.

Reaction rates
Students will be challenged to find ways to measure reaction rates. Variables that control the rate of reaction such as temperature, particle size, concentration and the use of catalysts will be investigated. They learn that chemical reactions involve rearranging atoms to form new substances and that during a chemical reaction mass is not created or destroyed.
Core Subject Descriptions

Science (continued)

Year 10

In Year 10 the course encourages students to refine skills and complete the body of knowledge needed for senior years. Students also develop analytical and data processing skills.

Me and my family
The genetic basis of inheritance is investigated. The structure of chromosomes in terms of DNA and genes, the process of gender determination and the outcome of simple monohybrid crosses are covered. Students trace the inheritance of a characteristic by interpreting pedigrees.

Chemical families
Students study how the atomic structure and properties of elements are used to organise them in the Periodic Table. Ionic compounds and their formulae are addressed.

On the move
In the context of "learning to drive safely", students are required to study the basic Physics principle of motion and how driver reaction time can be affected. Students study distance/time and speed/time graphs and use ticker tape timers to investigate motion.

Cu around
An extended practical investigation is carried out. Copper is dissolved in acid and taken through a number of chemical transformations before being regenerated as copper metal. All of the chemical reactions are studied and classified.

Cosmology
This unit incorporates the big ideas from Physics. The study of the origin, history and ultimate fate of the universe is investigated. The key skill of measurement to explain some of the advances in our understanding of cosmology is also addressed.

Evolution
Through investigation into the work of Darwin, students understand the historical development of ideas that contribute to current knowledge about the evolution of species over time and the mechanism of natural selection.
The Arts Electives

Art

This elective explores aspects of drawing and painting. Students are introduced to a wider range of art materials and new skills. They are encouraged to work in a more independent and investigative manner in a studio environment. Emphasis is also placed on further developing skills in research and art writing. Students compare the technical and stylistic features of different artworks and use this understanding to extend their technical and aesthetic skills. A studio workbook with visual and annotated records of processes used in the development of their own art works is maintained. During the semester, when relevant, students have the opportunity to work with an artist for a day or visit an exhibition.

This elective can provide a pathway to further Art studies in Year 10 and VCE Art or IB Visual Arts.

Ceramics

Consolidating and building upon skills and knowledge acquired in earlier years, Year 9 Ceramics students explore ideas and subject matter to encourage the development of a personal style of creative expression. This is facilitated by the study of the artistic intentions of a selected group of artists working in clay and allied materials. Students develop capabilities in research and art writing as well as in visual and critical analyses. Discussion of the students’ own ideas and creative outcomes is encouraged. Experimentation with ceramic materials, techniques and technologies reinforce the development of problem-solving capabilities applied to the attainment of personal creative objectives. A studio workbook with visual and annotated records of processes used in the development of their own art works is maintained.

This elective can provide a pathway to further Art studies in Year 10 and VCE Art or IB Visual Arts.

Design

This elective is an introduction to the world of visual communication and design. The study combines both a traditional, hands-on approach with contemporary digital techniques including an introduction to using Adobe Illustrator. The aim of the subject is to acquaint students with the concepts that enable them to plan and develop the visual organisation of text, image and illustration to communicate information to a range of audiences effectively and creatively.

Students progress through a series of practical activities that include the development of drawing skills such as drawing from observation, perspective and technical illustration, symbols and logos and the effective combination of text and image. Students use the design process involving research, experimentation, development, evaluation and production to refine and enhance their solutions for a range of real world products and services. The needs of advertising, marketing, manufacturing, retail and mass media industries are explored along with specific demands of print media and on-line environments.

This elective can provide a pathway to further Art and Design studies in Year 10 and VCE Art, Studio Arts or IB Visual Arts.

Drama

This course builds on the skills and experiences of Year 8 Drama and focuses on the creation of character. Students explore the expressive skills of movement, voice, gesture, facial expression and stillness and silence to develop original characters using a variety of creative stimuli. They work individually, in pairs and in small groups allowing them to develop confidence in working independently and to explore a range of group dynamic skills, such as learning to work cooperatively and purposefully when working with others.

Students are challenged to observe the world around them in the development of character and performance work, using their own stories and histories to create work, as well as exploring creative and innovative responses to problem-solving activities. They examine the role of stagecraft, such as costume, makeup and props, in the communication of story and character.

Students reflect on their own work and the work of others, analysing and evaluating the elements that contribute to the creation of performance work. They learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They utilise scripts from a variety of sources to present a range of characters and also write scripts individually and collaboratively, working through the drafting and editing process to present considered and well-developed performance work on paper and in performance.

This elective can provide a pathway to Drama in Year 10 and VCE Theatre Studies.
The Arts Electives (continued)

**Multimedia Art**
Multimedia Art students learn to produce art and design work on computers. Emphasis is placed on the acquisition of computing and design skills to represent observations and interpret ideas and issues. Students explore digital cameras and digital photographic techniques, they also learn features of iMovie, Photoshop and Illustrator to animate, photograph and combine images for a range of creative projects. The students maintain a studio workbook of their explorations and evaluate and record their progress. An introduction to the appreciation of Multimedia Art and design theory is an integral part of the course. Students compare, analyse and discuss a range of artworks and evaluate the impact of new technologies in this area.

This elective can provide pathways to Year 10 Multimedia, Design and Art, to VCE Studio Arts (Multimedia) and Information Technology subjects in Years 10 and 11.

**Music in Multimedia**
This course is open to all students. No prerequisites are required. Students undertake study in the following areas:

- **Music technology** - the music industry has developed some highly effective computer software programs. Students learn to use these programs as a tool for arranging and composition.

- **Multimedia publishing** - students compose/arrange original and pre-recorded music and sequence it to pre-selected and original video clips.

- **Sequencing** - students gain skills in sequencing and arranging using the latest software.

**Music Performance**
This semester elective focuses on performance skills through the preparation and presentation of solo works. Music performance skills are broadened by the development of technical work, aural comprehension and score reading and analysis.

**Textiles and Fashion Design**
In this course the emphasis is on design, the refining of skills and the imaginative interpretations of each project. Fashion design and current trends are integrated into these projects where relevant. Emphasis is placed on developing skills in research and art writing, as well as visual and critical analyses, evaluation and discussion of art works and cultural connections and the students own work. A studio workbook annotated of records of processes used in the development of their own art works is maintained.

This elective can provide a pathway to further Art studies in Year 10 and VCE Art or IB Visual Arts.
Other Electives

Advanced Computing and Movies
This course provides opportunities for students to use professional applications as they develop skills in commercial software used in the information technology industry and in the general workplace. These include programming (involving Java, Python and ActionScript), professional movie making, web multimedia publishing and Flash animation as well as Web 2.0 technologies. Higher level technical problem-solving and project management skills are also developed that would support use of information technologies in all areas of application.

This course provides an avenue for students who wish to continue their studies in computing in Year 10.

Business Computing
The setting up of a Real Estate business and student-selected businesses are used as the focus for the course, which caters for students who wish to develop skills in their use of computers and their business applications. Students experience a variety of software packages that will assist in studies through Years 10 to 12 and beyond. These include word processing (Word), desktop publishing (InDesign and Illustrator), spreadsheets (Excel), database (Access) and Web 2.0 technologies and information research (Internet). Projects are designed with minimum skill requirements but with open-ended scope for individual control and creative diversity.

Classical Studies
This course studies the belief systems of the ancient Mediterranean and Classical societies and the ongoing influence which these have had on Western culture. The development of religion from early fertility goddesses to pantheons and monotheism and from creation myths to modern moral codes is explored.

The course also includes stories of heroes and heroines. Drawing upon Homer’s Iliad and Odyssey, Virgil’s Aeneid, Aesop’s Fables, Ovid and other writers, it explores the fundamental role of archetypal characters – heroes, heroines and monsters – as well as the different representations of heroic qualities in the different societies. Modern parallels are also drawn upon from film and television, such as Harry Potter and Dr Who.

Throughout the course, students will create posters and PowerPoints, and give oral presentations on a wide variety of topics.

English as an Additional Language (EAL)
This unit provides an opportunity to consolidate English skills. Participation in this elective is by recommendation of the Department of Individual Differences and/or Director of Curriculum and Learning. This elective provides students with the opportunity to focus on:

- developing listening, speaking, reading and writing language skills;
- developing the ability to understand and use the grammatical structures and features of English;
- developing skills to understand and communicate appropriately in both spoken and written English, in a variety of ways, for a range of purposes and audiences, using a range of media;
- learning English in context and across the curriculum so that they acquire the English language skills relevant to the different disciplines and curriculum areas.

Food and Entertaining
This elective provides opportunities for students to develop greater understanding of what constitutes a healthy lifestyle, with an emphasis on food and nutrition. Students will learn how to make healthy food choices, using food selection tools and dietary guidelines to critique and prepare a range of meals. They will develop preparation skills and techniques based on an understanding of nutrient content, sensory and aesthetic properties of food, learn to adapt recipes and practise food safety and hygiene.

French
This elective covers the same syllabus as the core course, the only difference is that there are five lessons per cycle instead of six. Girls in the past have had no trouble covering the syllabus, and are equally well prepared for senior study as those who have studied the Core.
Other Electives (continued)

This course consists of a selection from the following five topics taken over a semester.

Mysteries of the sea
Students investigate the diversity and interactions in the marine environment. This unit includes an excursion to the Melbourne Aquarium or the Shark and Ray Centre.

Animal behaviour
Students learn about the variety and survival value of animal behaviours. Different types of behaviour are investigated including trial and error learning, classical conditioning and problem-solving. A study of one-day-old chickens is conducted.

Endangered species
Students develop an understanding of the delicate balance within our natural world by researching an endangered species. The unique aspects of the Australian environment are also explored. An excursion to Healesville Sanctuary may also be undertaken.

Plants and people
Students develop an understanding of the complexity of the plant world and our dependence on it. Different plant propagating techniques are investigated.

Life in the Past
Students investigate fossil evidence to help to build a picture of life in ancient Australia, including dinosaurs and megafauna. They observe and identify fossil specimens, construct a timeline of the history of life on Earth and make their own fossil casts. A museum visit may be arranged.

Subject Selection

Subject selection for 2018 will be completed online using the Timetabler site http://www.selectmysubjects.com.au

Details will be emailed to each student.

For enquiries regarding the online selection tool please contact Mr Gary Lang, Director of Senior School Administration.
Year Long Electives

Art
This elective focuses on making and exploring images in drawing, painting, printmaking and sculpture. Students are encouraged to work in a more independent manner in a studio environment developing and experimenting with a variety of techniques and processes to refine and reflect a personal aesthetic. Students apply decision-making skills to discover the most effective way to communicate ideas by combining art elements, principles and knowledge of materials. Through the comparative analysis of artworks from a range of cultures, times and locations, students are able to discuss and describe how artists or artworks communicate and challenge ideas and meaning. The knowledge and understanding of the work of different artists also extends students’ awareness of style, techniques and how to approach new challenges in their artworks. Students maintain a studio workbook that documents and justifies their selection, refinement and presentation in art creating and making processes. During the elective, when relevant, students have the opportunity to work with an artist and visit exhibitions.

This elective provides a strong pathway to further Art studies at VCE in Art and Studio Arts or IB Visual Art. In turn these studies at Year 11 and 12 lead to interesting tertiary courses in Art, Architecture, Fashion and Textile Design, Graphic Design, Landscape Architecture, Interior Design, Industrial Design, Multimedia and Photography.

Business Information Technology Systems
Information and communication technologies (ICT) are rapidly changing the way we live, work and play. They affect all aspects of business, communication and entertainment. Almost every area of employment requires an understanding and use of ICT for greater productivity and creativity.

This course aims to prepare students to pursue the wide array of intellectual and career opportunities that computing has made possible. It seeks to provide them with a ‘future proof’ foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and participate meaningfully in our increasingly digital society, economy and culture.

The course starts with learning about what is involved in sending a single bit of information from one place to another and ends with students considering the implications of a computing innovation of their own design.

Throughout the year students learn how:
• The Internet works and its impact on society;
• To program and prototype applications to solve problems;
• To collect, analyse and visualise data to gain insight and knowledge;
• To evaluate the beneficial and harmful effects to people and society brought about by computing innovations.

The course also focuses on the development of Business Technology skills relevant to a wide range of professions using a range of software applications including spreadsheets, databases, image manipulation, desktop publishing, programming and web design. Students also work with technologies such as cloud computing and mobile technologies.

This elective provides a strong pathway for further study in VCE Computing.

Ceramics
This elective expands upon the previous creative and technical experience of Year 9 students. Skills in art writing, as well as visual and critical analysis, are honed further through broader individual research and into art genres - contemporary and traditional. Students are encouraged to express - through writing and discussion - the context and meanings of their own work. Extended experimentation with ceramic materials, techniques and technologies further reinforce the development of problem-solving capabilities applied to the attainment of personal creative objectives. A studio workbook of visual and annotated records of processes used in the development of their art works is maintained.

This elective provides a strong pathway to further Art studies at VCE in Art and Studio Arts or IB Visual Art. In turn these studies at Year 11 and 12 lead to interesting tertiary courses in Art, Architecture, Fashion and Textile Design, Graphic Design, Landscape Architecture, Interior Design, Industrial Design, Multimedia and Photography.
Year Long Electives (continued)

Classical Studies

The society and culture of Classical Greece are both strange and familiar to us. By studying its history, art, literature, and philosophy, students engage with eternal questions of what it means to be human, such as: ‘What makes a leader?’, ‘What is beauty?’, ‘What does it mean to be a moral citizen?’ and ‘What is freedom?’.

The major focus of this course is on Ancient Greece in the 5th century, known as the Golden Age of Athens. This era was one of extraordinary growth in human thinking and social development. Students will study a range of topics from this era, such as the origins of democracy, Greek sculpture and architecture, a Greek tragedy, and the philosophy of great thinkers such as Socrates. They will present their findings through discussion, written work and presentations.

Given the breadth of this subject, students will find it a useful foundation for studies in other subjects, such as Art, Drama, English and Literature, Global Politics, History and the IB subject, Theory of Knowledge.

Commerce

Commerce plays an important part in developing students’ awareness of the world. Every day across the world, consumers, businesses and governments exchange goods and services. This course is designed to help students appreciate the changing nature of the ways in which these transactions occur, and to assist students in making decisions, managing resources and participating in society in a more meaningful way. The course enables students to gain an insight into each of the VCE Business Studies subjects offered at PLC. The VCE subjects of Economics, Business Management, Accounting, Legal Studies and Global Politics, whilst not prerequisites for any tertiary courses, provide students with a valuable head-start should they choose to pursue further studies in this area. The course also helps students prepare for IB Economics.

At the end of this course, through a series of integrated case studies, students should be able to:

• demonstrate an understanding of the Australian economy including the role of markets in allocating resources and how psychology affects economic decision-making;
• examine how laws are made and the relevance of the legal system to young people with a focus on basic criminal and civil laws;
• demonstrate skills in basic accounting, including the preparation of financial reports for a small business;
• analyse and apply the steps involved in the development of a business plan;
• evaluate the role of government in managing the economy, developing effective laws and supporting small business; and
• discuss the role of power in the global economy and evaluate the contributions of transnational corporations to living standards.
Year Long Electives (continued)

Design

In Year 10 students study visual approaches to express ideas, information and messages in areas of communication, environmental and industrial design. Students practise their ability to draw using technical and freehand drawing methods. They explore their own ideas and concepts and develop a diversity of drawing skills to realise their visual thinking.

Students use a design process to create and develop visual communications and document this in their studio workbook. This is characterized by reflections relating to aesthetics and functionality, as well as social, environmental and economic factors. Students acquire the ability to alter and arrange design elements, principles, materials and production methods. Throughout the study students explore manual and digital methods to develop and refine presentations, and develop their creative, critical and reflective thinking.

Students will be exposed to, explore and investigate, the work and practice of local and international designers in historical and contemporary settings. Through this research they understand the role of design in society, and, thus, the development of their design work is enhanced. Specific visual language is used to evaluate their own work and discuss the work of other designers.

Major tasks may include:

- A folio of freehand drawing and rendering activities;
- A folio of drawings that apply subject specific conventions such as orthogonal, paraline and perspective;
- Photography and/or Digital Imaging;
- A design folio which responds to brief/s on one, or more of the following areas:
  - Communication Design
  - Industrial Design
  - Environmental Design
  - Research and analysis of work produced by others;
- Guest speakers and/or excursions are included when appropriate.

This elective provides a strong pathway to further Art studies at VCE in Art and Studio Arts or IB Visual Art. In turn these studies at Year 11 and 12 lead to interesting tertiary courses in Art, Architecture, Fashion and Textile Design, Graphic Design, Landscape Architecture, Interior Design, Industrial Design, Multimedia and Photography.

Drama

This course challenges students to develop a more sophisticated understanding of Drama through the use of practical activities exploring a range of theatrical and performance styles and develops prior knowledge. There is a refinement of acting skills and further development of design skills and the use of stagecraft to support performance work.

Students explore the use of naturalism as an acting style, working on developing sincere and ‘real’ characterisations using the work of Stanislavski as a basis for character creation. Students are encouraged to create characters based on people around them, as well as stretching themselves creatively in the construction of characters using more non-naturalistic performance styles. Similarly, performance work uses a range of contemporary and challenging theatrical styles, whether working individually, in small groups or on large ensemble tasks. Students devise their own work as well as using existing excerpts from scripts.

The course focuses on working both independently and with ensemble, and the development of the essential skills of observation, concentration, imagination and co-operation. Students are challenged to devise creative and dynamic performance responses to set tasks; and to reflect on their own and others’ work, both verbally and in written form.

This Drama course acts as an introduction to VCE Theatre Studies. It would be beneficial if students considering taking Theatre Studies undertake this course.
Year Long Electives (continued)

French
This elective covers the same syllabus as the core course, the only difference is that there are five lessons per cycle instead of six. Girls in the past have had no trouble covering the syllabus, and are equally well prepared for senior study as those who have studied the Core.

Literature
This elective is designed to broaden students’ exposure to, and enrich their love of, literature. Both contemporary and classic texts are studied, including short stories, plays, Shakespearean plays and poetry. Comparative studies of texts, including a comparison of two film interpretations of a Shakespearean play, are undertaken. Students who are enthusiastic readers will enjoy the course and the opportunity to respond creatively and critically to texts. They have the chance to involve themselves in class discussion and learning activities in a way that fosters confidence and skills of analysis.

Medical Mysteries and Marvels
This course consists of four topics taken over a full year. The topics covered include:

- Cheating potential global killers
  A study of the nature of infectious disease and its treatment is investigated. Current and developing scientific innovations relevant to medicine, such as stem cell technology and synchrotron science, are covered.

- Cells behaving badly: what can go wrong?
  In this unit students investigate cancer. There is a focus on skin cancer with emphasis on educating students to be sunsmart. The impact of lifestyle choices, regular screening and early diagnosis is also covered.

- Crime scene investigation: forensics and the criminal mind
  Students develop their problem-solving skills in the context of solving crimes. Technologies including gel electrophoresis, DNA fingerprinting and blood typing are investigated.

- Skin deep
  Students study the structure of skin and skin disorders including acne, eczema and burns. Practical experiences include making cosmetics such as moisturiser and lip-gloss.

Multimedia Art
This subject enables students to produce a variety of contemporary visual art projects using computer-generated images and text. Students work with Photoshop, Illustrator and Premiere Pro and Adobe Animate as required. Units of work are developed around interrelated areas of art; digital photography, video, animation and sound. Students develop skills in producing artworks and the digitising and manipulation of images, enabling them to explore their own ideas and interpret personal issues. Students also develop expertise in areas of video production, multimedia presentation and the use of computers in the art and design industries. Students research and reflect on a range of challenging artworks and record and evaluate their experiments and progress in their studio workbooks.

Units of work include:
- computer generated drawing and painting techniques
- photographic montage and image manipulations
- animation and digital video
- a survey of artists using digital imagery.

Research into the current use of computers in the art and design industry is undertaken. This includes guest speakers and /or excursions as part of the course.

This elective provides a strong pathway to further Art studies at VCE in Art and Studio Arts or IB Visual Art. In turn these studies at Year 11 and 12 lead to interesting tertiary courses in Art, Architecture, Fashion and Textile Design, Graphic Design, Landscape Architecture, Interior Design, Industrial Design, Multimedia and Photography.
Year Long Electives (continued)

**Music Performance**
This course is designed to accommodate a variety of individual interests and expertise, as well as preparation for VCE and IB courses. Elements of VCE Music Units 1 and 2 are included. Students undertake study in the following areas:

**Performance Skill Development** – Students learn how to plan and prepare a program for a short recital, in both solo and group contexts.

**Music Theory, Aural Skills and Analysis**

**Composition and Arranging**

**Style Study** – Students study the history and analysis of particular styles and genres. Attendance at concerts/shows forms part of this elective.

This course acts as an introduction to VCE and IB Music studies. It is recommended that students who are considering taking these subjects study this course.

**Photography**
In Semester 1 students are introduced to both Analogue and Digital photographic techniques and skills, including analogue darkroom processes and digital post-production software and skills. In Semester 2 students advance their knowledge of various styles of photography by working on photographic series in order to develop their own unique style.

Students investigate and analyse photographic art, both historical and contemporary cultural contexts through discussion, written projects and reflection in their studio book. Students undertake location photography fieldwork and visit exhibitions, when relevant.

The elective provides a pathway to further studies at VCE in Art and Studio Art or IB Visual Art. In turn these studies at Year 11 and 12 lead to interesting tertiary studies in Art, Architecture, Interior Architecture, Landscape Architecture, Graphic design, Industrial Design, Multimedia Photography, Textile Design and Fashion.

**Sports Leadership**
The Sports Leadership elective is an excellent course for students who are interested in taking the next step with their sports participation. It is designed to refine strategies demonstrating leadership and collaboration skills and most units of the course provide the opportunity to obtain experience or formal qualifications, which can be used to gain employment in various areas of the sports industry. Students develop coaching skills via an online coaching course and practical experience in junior classes, a Bronze Medallion qualification and the Level 1 Sports Trainer Accreditation.

Students will also touch upon Senior PE concepts as they look at the biomechanics of running and golf techniques.

**Textiles and Fashion Design**
In this course the emphasis is on design, the refining of skills and the imaginative interpretations of each project. Each project has either a traditional craft, cultural and/or a contemporary focus. Fashion design, fashion history, artists and Art movements are integrated into these projects where relevant. Students investigate the relationship between fashion and culture, art and art styles as a way of looking into the history of specific times.

Emphasis is placed on developing skills in research and art writing, as well as visual and critical evaluations and analyses of artworks. Students also look at contemporary designers and artists whose work relates to the topics investigated in practical exercises and where possible, visit exhibitions. Students maintain a sketchbook with visual and annotated records of ideas, processes and research used in the development of their own art works.

This elective provides a strong pathway to further Art studies at VCE in Art and Studio Arts or IB Visual Art. In turn these studies at Year 11 and 12 lead to interesting tertiary courses in Art, Architecture, Fashion and Textile Design, Graphic Design, Landscape Architecture, Interior Design, Industrial Design, Multimedia and Photography.
### World Food Traveller

This elective takes the students around the world to investigate the different cuisines of several countries. Throughout the journey there is a focus on the food preparation techniques and ingredients that are predominantly used within these countries. There is an emphasis on producing foods that are nutritionally sound and easy to prepare recognising the busy nature of people’s lives today. Students also gain knowledge of the factors that influence food choices, and diet-related conditions and intolerances.

### Subject Selection

Subject selection for 2018 will be completed online using the Timetabler site [http://www.selectmysubjects.com.au](http://www.selectmysubjects.com.au)

Details will be emailed to each student.

For enquiries regarding the online selection tool please contact Mr Gary Lang, Director of Senior School Administration.
### Year 9
**Core subjects**
- Christian Studies
- English
- Health and Physical Education
- History
- Geography
- Mathematics
- OutLook.9
- Science

**Language - one of:**
- Chinese
- French
- German
- Indonesian
- Japanese
- Latin
- Indonesian for Beginners

**Semester long Elective subjects – one Art Subject plus two others**
- Art
- Ceramics
- Design
- Drama
- Multimedia Art
- Music in Multimedia
- Music Performance
- Textiles and Fashion Design

**Additional Electives**
- Advanced Computing and Movies
- Business Computing
- Classical Studies
- EAL
- Food and Entertaining
- French
- Nature of Australia

### Year 10
**Core subjects**
- Christian Studies
- English
- Health and Physical Education
- History
- Geography
- Mathematics
- Science

**Language - one of:**
- Chinese
- French
- German
- Indonesian
- Japanese
- Latin

**Year long Elective subjects – choose two of**
- Art
- Business Information Technology Systems
- Ceramics
- Classical Studies
- Commerce
- Design
- Drama
- French
- Literature
- Medical Mysteries and Marvels
- Multimedia Art
- Music Performance
- Photography
- Sports Leadership
- Textiles and Fashion Design
- World Food Traveller

### Students have a choice of either the Victorian Certificate of Education (VCE) or the International Baccalaureate Diploma (IB).
Both programs are normally taken over two years.

### Year 11
**Victorian Certificate of Education**
- Faith and Life
- Physical Recreation

**International Baccalaureate Diploma**
- Faith and Life
- Physical Recreation

### IB
Six subjects are studied over two years in addition to other requirements, which include:
- Extended Essay
- Theory of Knowledge course
- CAS (Creativity, Activity, Service)

Subjects are selected from each of the following groups:

**Group 1 - Language A:**
- Literature
  - English
  - Other by arrangement

**Group 2 - Language B:**
- Language Acquisition
  - English
  - French
  - German
  - Indonesian
  - Japanese
  - Latin
  - Mandarin

**Group 3 - Individuals and Societies:**
- Economics
- Geography
- History

**Group 4 - Experimental Sciences**
- Biology
- Chemistry
- Physics

**Group 5 - Mathematics**
- Mathematics HL
- Mathematics SL

**Group 6 – the Arts**
- Music
- Visual Arts
  (or a second subject chosen from Group 3 or 4)

Note: The formation of classes is dependent upon the level of demand for that subject. Not all combinations of subjects will be possible; this will be determined by the timetable.

### Year 12
**Victorian Certificate of Education**

**International Baccalaureate Diploma**
- Faith and Life
- Physical Recreation

### VCE
In addition to an English study in Years 11 and 12 students will usually study 5 Units 1/2 subjects and 4 or 5 Units 3/4 subjects. The following are offered at the Units 1/2 and Units 3/4 level unless otherwise stated.

- Accounting
- Biology
- Chemistry
- Computing: Informatics*
- Business Management*
- Economics
- Geography
- Global Politics*
- Health and Human Development
- History:
  - 20th Century: 1918-1939#
  - 20th Century: 1945-2000*
  - Australian*
  - Revolutions*
- Languages:
  - Chinese (Mandarin)
  - French
  - German
  - Japanese
  - Latin
  - Legal Studies
- Mathematics:
  - Mathematical Methods
  - General Mathematics#
  - Further Mathematics*
  - Specialist Mathematics
- Music:
  - Music Performance*
  - Physical Education*
- Physics
- Psychology#
- Studio Arts (Multimedia)
- Theatre Studies

Note:
^Unit 1 or 2 only
# Units 1/2 only
* Units 3/4 only