



2023 PLC
GUIDE TO
COURSES
YR 11 & 12



PLC's MOTTO & MISSION

"Lex dei vitae lampas."

The Law of God is the lamp of life.

Presbyterian Ladies' College aims to provide strength, breadth, balance and quality of education as a leading Christian independent girls' school in its Australian and international Contexts.

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Guide to Courses

INTRODUCTION

This Guide to Courses booklet provides a summarised outline of what will be offered at Presbyterian Ladies' College in Years 11 and 12 in 2023. Information is provided about the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IB). Both courses have particular features that will suit different students. Parents and students are encouraged to read the descriptions and consider the merits of each course carefully.

In this booklet, information and guidance are also provided in regards to the importance of careful subject choice in the senior years, possibilities for accelerating courses, opportunities to study university subjects and matters relating to tertiary selection.



VCE & IB SUBJECT SELECTIONS

General Advice

In selecting courses and subjects each student should:

- give consideration to the course (VCE or IB), which is more likely to suit her, keeping in mind her individual learning style, the range of subjects required by each course and assessment preferences;
- consider how much satisfaction and enjoyment she obtains from various subjects as students are more likely to do well in the subjects they enjoy;
- consider how well she has coped with a subject (or a related one) in the past;
- review academic reports and seriously consider teacher advice and recommendations;
- examine the balance of subjects to ensure a breadth of disciplines is considered;
- make sure that subjects chosen comply with all course requirements;
- understand subject pathways and the impact subject choice in Year 11 can have on Year 12 selections;
- be aware of studies that cannot be resumed once they have been discontinued;
- ensure that subject choice is appropriate to allow for entry into a range of possible career areas;
- check the entrance requirements for prerequisites and recommended studies for selection into tertiary courses;
- discuss choices with her parents;
- consult a Career Development Practitioner for further guidance and information.

NB. While every effort will be made to provide for a student's first choice of subjects, a student may be asked to make another choice if there are too few students wishing to study a subject or there is a timetable clash.

Two Curriculum Programs

At PLC every student has the choice of studying the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IB) during their final two years of schooling in Years 11 and 12. The choice of program for each student is based on their interests, abilities, passions and experience.

VCE

The Victorian Certificate of Education (VCE) is awarded on behalf of the State Government of Victoria to students upon successful completion of Years 11 and 12 and allows entry to tertiary institutions. Students in Year 12 are assessed using school assessed coursework and external examinations. Outstanding students can extend their studies by undertaking a university subject within the VCE. The VCE is one of the world's most rigorous and valued higher secondary school certificates. It is accepted for tertiary entrance by renowned universities in North America, Asia and Europe.

The VCE will suit girls if they:

- want to be able to choose from a greater range of subjects overall
- do not wish to be limited to choosing from set groups of subjects and/or wish to complete subjects primarily from one area (e.g. three Sciences)
- want flexibility to change subjects within the two-year program
- want a more diverse assessment weighting
- wish to complete a Year 12 subject as part of their Year 11 program

IB Diploma Programme

The International Baccalaureate® (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB will suit girls if they:

- are an all-rounder, happy to take one subject from each of a number of groups
- want a broad, conceptually integrated and challenging, internationally focused program
- recognise the value of Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE) which provide valuable tertiary level skills
- do well in examinations that cover content from a two-year course



Careers INFORMATION

Tertiary Selection & Careers Advice

The Career Development Practitioner guides students to empower them to explore their understanding of themselves and link this to information regarding the world of work to make informed career choices. Interviews are scheduled for all students in Years 10 and 12 at key points. Also, students can arrange additional appointments and may be referred by teachers.

The Careers Department at PLC provides accurate, relevant and up-to-date careers and course information to help students develop the awareness to appraise their interests, abilities, values and expectations realistically.

As students from PLC choose a wide variety of university courses in both Victoria and Australia, as well as overseas, the Careers Department has developed extensive expertise in advising students on the varied application procedures. Students receive individual assistance on course and subject selection for Years 11 and 12.

Students participate in careers activities through the Personal Development program including the Careers Speakers' event with PLC alumni and future planning guidance sessions. Up to date information and details of relevant activities are provided weekly through Career News which is available through Wyse. Students are provided with assistance and guidance with interviewing and resumé writing skills through special programs offered in Years 10, 11 and 12.

To facilitate parental understanding of tertiary entrance requirements, the Career Development Practitioner speaks at parent information evenings and is available for individual enquiries from parents.

The Careers Department prides itself on the level of expertise and resources available to students during their final years at PLC and is committed to maintaining an excellent working relationship with all senior students by providing them with the most current information on university courses and possible future careers.

Tertiary Entrance

There are a large number of institutions that provide courses of tertiary study; universities, TAFE colleges and independent training colleges.

Applicants apply for most tertiary courses in Victoria through the Victorian Tertiary Admissions Centre (VTAC). Applicants for courses through VTAC can obtain all the relevant information from the VTAC website. VTAC outlines selection procedures for all courses in Victoria. These procedures include meeting prerequisite studies and possibly extra requirements that are published three years in advance of achieving an Australian Tertiary Admission Rank (ATAR). This rank is an overall measure of how well each student has performed in her VCE/IB studies and is the main basis for selection to many Australian universities and TAFE colleges.

The ATAR places students on a percentile ranking with 99.95 being the highest rank. The ATAR gives the comparative performance of each student against all applicants for a given year. The better the result, the higher the rank.



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. Library staff nurture and support differentiated learning styles in an encouraging and collaborative environment.

Teacher-librarians work with students in:

- **Research Support** – Teacher-librarians are on duty to assist during classes with wide-reading choices, information literacy skills and resources. Individual appointments are also available for one-on-one support.
- **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.
- **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 & Borrowing

Students are able to access all resources either by visiting the Library or through the 'Library Links' Library Services website. All students are required to use their ID cards to borrow resources.

The Library Committee

Students are given the opportunity to become Library Committee members and participate in the daily running of the Library and the planning and execution of Library events.

Library Opening Hours

Monday - Thursday	8.00am - 6.00pm
Friday	8.00am - 5.00pm



Curriculum PROGRAMS

Faith & Life

All students in Years 11 and 12 participate in a religious education and character development program described as Faith and Life (FAL).

Year 11 Faith and Life

The Faith and Life program seeks to provide opportunities to explore connections between faith and life. Lessons introduce ethical ideologies and principles and allow students to analyse various theories and influences on moral decision-making. Students are encouraged to develop skills in articulating values, as they engage in simulated decision-making activities. Students discuss a variety of personal and wider ethical issues, and are invited to examine the relationship between faith, values and their own moral choices. Responding to contemporary social dilemmas, students are encouraged to identify human responses to community pressures, personal well-being and life. By examining the response of a few Christian figures, students are provided an opportunity to reflect on the role of faith in values, decisions and choices.

Time allocation is one period per fortnight. The demands made on students' time outside the classroom are kept to a minimum.

Year 12 Faith & Life Discussion Groups

Each Year 12 student joins a small group of students formed on the basis of timetable considerations. Students remain in the same group for the year.

In an informal setting, the discussion groups provide an opportunity to explore a wide range of topics, with respectful consideration of the beliefs and values by which people live. Students are encouraged to suggest topics.

Time allocation is one period per cycle, finishing at the end of Term 3. There is no written work and no assessments.



Physical Education

All students in Years 11 and 12 participate in one class of Physical Recreation per cycle. Sessions may include a variety of lessons in dance, aerobics, cardio, tennis, golf, fitness, self-defence and pilates.

The aim of the program is to provide senior students with an opportunity to participate in an enjoyable and physically active option where the emphasis is on participation rather than skill development. Classes are designed to improve students' confidence in physical activities, provide them with a break from the rigours of study and develop an awareness of the need to live an active lifestyle.

Other PROGRAMS

Academically Highly Able Students

Years 11 and 12 students who enjoy intellectual and extended challenges may be recommended for, or continue to take part in, a variety of seminars and competitions which challenge them at a high level. Typically, the Ethics Olympiad and Philosophy Seminars are available for involvement as is competition entry through individual subject areas. Some examples are:

- VCAA Plain Speaking
- Legacy Public Speaking
- PLC Poetry Prize
- The University of Melbourne School Mathematics Competition
- Australian Mathematics Olympiad
- Olympiad Examinations
- National Youth Science Forum
- National Chemistry Quiz
- Titration Stakes

PLC maintains and develops strong relationships with tertiary institutions, notably, Melbourne, Monash and Deakin Universities which yield many opportunities for girls to be involved in a variety of different activities which are on offer throughout the year.

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.

House activities are organised by the House Captains who have been elected by the other members of their House. There are many House activities, including:

- | | |
|------------------|-------------------|
| • Athletics | • Mathematics |
| • Swimming | • Public Speaking |
| • Cross Country | • Water Polo |
| • House Concerts | • Volleyball |
| • Theatre Sports | • Soccer |
| • Debating | • Netball |
| • Aerobics | • Table Tennis |
| • Gymnastics | • Chess |





Leadership Camp - Year 11

Year 11 Leadership Camp is a compulsory part of the core curriculum and is an extension of the Years 7 – 10 Outdoor Education program held in September. The camp aims to combine leadership skills with a Spring outdoor experience. The two-and-a-half-day program is a balance of workshops and sessions covering aspects of leadership, collaboration and wellbeing, linking in with the election of the Year 12 Student Leadership Team for the following year.

The specific aims of the camp are to:

- provide an opportunity for the year level to participate in a camp together, thus fostering team-building strategies and leadership skills;
- offer a Spring outdoor experience for all girls;
- provide guidance and particular skills to equip students further for their final year of school;
- focus, through specially designed activities, on skills that will help girls to carry out positions of responsibility within the school in Year 12.

Music

Senior School Music students are offered a wide range of choices for student participation. Music Performance in the VCE and IB capitalises on students' performance strengths, whilst nurturing creative abilities and development of skills through academic emphasis.

Tuition in a wide range of instruments, for all skill levels, is offered and the school is well-endowed with expert visiting and permanent music staff. Students have the opportunity to participate in bands, orchestras and groups, playing an instrument or singing, and there are many wonderful performances involving our student musicians throughout the year. These range from the funky Jazz Cabaret to the glorious Gala Celebration in Hamer Hall. Students can also involve themselves in Music through school in the annual College Musical, House Concerts and performances.

Personal Development

Equipping girls to develop into confident and independent women in the 21st Century is the aim of the Personal Development Program at the senior levels. The program is an integral part of the curriculum with sessions taking place once every fortnight. Performances, visiting guest speakers and experts from within the College cover subjects that broaden the students' horizons, motivate and enable them to reflect on their strengths and capabilities.

Focus is on the following areas:

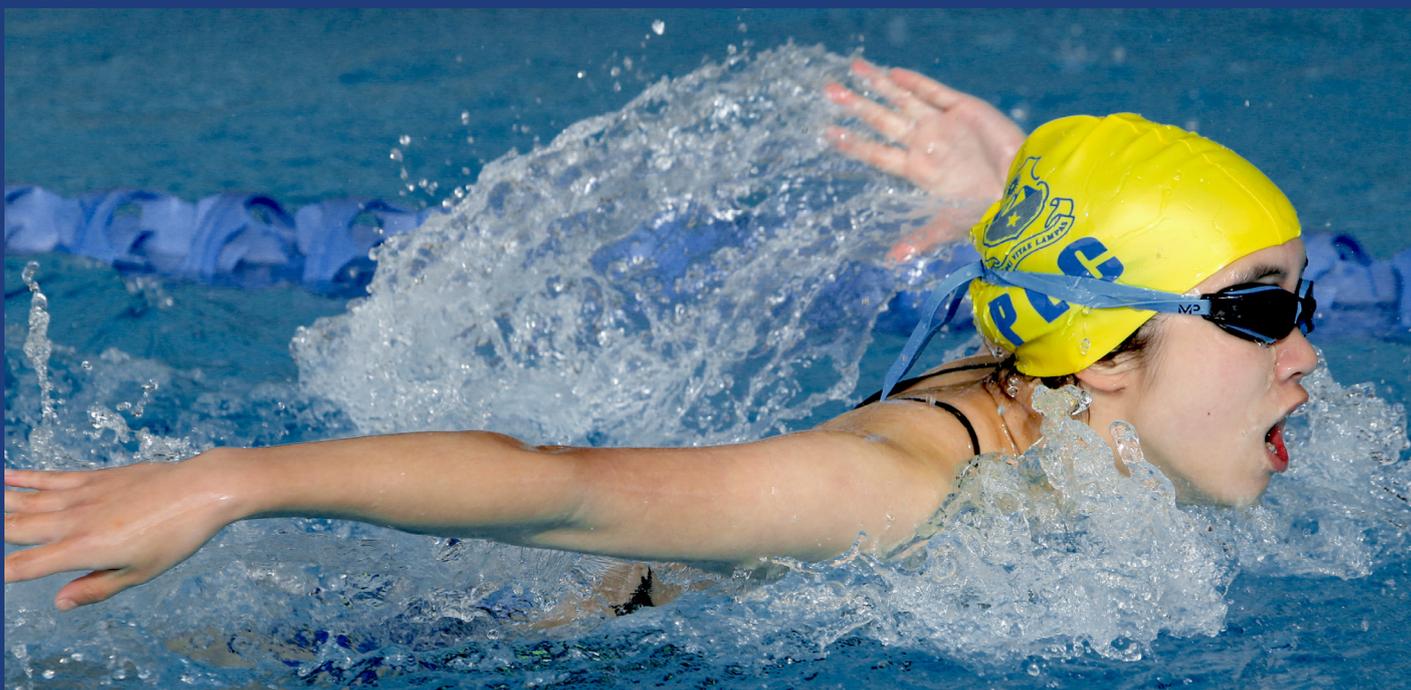
- developing leadership skills - understanding personal strengths and teamwork
- service learning
- planning for the future, including careers and VTAC information sessions
- personal wellbeing - sound mental and physical health, relaxation strategies
- study skills - effective learning
- transition to tertiary study
- interview skills

Chapel, Extended Form Assemblies, Year Level Assemblies and the Year 11 Leadership Camp are all designed to support the Personal Development program.

Sport

The sport and physical education program aims to develop personal fitness and provide opportunities for all girls to participate in a range of enjoyable physical activities. All students participate in house sport and are also encouraged to participate in inter-school sport. PLC belongs to Girls' Sport Victoria (GSV) and special skill training is provided for all sports. There are opportunities for students to participate in carnivals, competitions, developmental programs and weekly sport matches. There is a wide variety of sports on offer, including:

- Aerobics
- Athletics
- Australian Rules Football
- Basketball
- Badminton
- Cricket
- Diving
- Equestrian
- Golf
- Hockey
- Netball
- Rowing
- Snow sports
- Soccer
- Softball
- Swimming
- Synchronised Swimming
- Tennis
- Track & Field
- Triathlon
- Volleyball
- Water Polo





Victorian Certificate
OF EDUCATION (VCE)

VCE OVERVIEW

VCE Studies Offered by Learning Area

Business Studies

Accounting
Business Management[§]
Economics
Global Politics[§]
Legal Studies

Health & Physical Education

Health And Human Development
Physical Education[§]

LOTE (Language Other Than English)

Chinese Second Language
Chinese Second Language Advanced
French
German
Indonesian Second Language
Japanese Second Language
Latin

Science

Biology
Chemistry
Physics
Psychology

English

English
English As An Additional Language
Literature

Humanities

Geography
Australian History[§]
Revolutions History[§]
Modern History[#]

Mathematics

General Mathematics
Mathematical Methods
Specialist Mathematics

The Arts

Art Creative Practice
Art Making and Exhibiting
Music Contemporary Performance[§]
Music Repertoire Performance[§]
Theatre Studies

NB. While every effort will be made to provide for a student's first choice of subjects, a student may be asked to make a second choice if there are too few students wishing to study a subject or there is a timetable clash.

Units 1/2 only

§ Units 3/4 only

VCE Subjects Offered by Year Level in 2022

Year 11 Units 1/2	Year 11 Units 3/4	Year 12 Units 3/4
<p>English</p> <p>English as an Additional Language (EAL)</p> <p>Accounting</p> <p>Art Creative Practice</p> <p>Art Making and Exhibiting</p> <p>Biology</p> <p>Chemistry</p> <p>Economics</p> <p>Geography</p> <p>Health and Human Development</p> <p>History: Modern</p> <p>LOTE: Chinese Second Language</p> <p>LOTE: Chinese Second Language Advanced</p> <p>LOTE: French</p> <p>LOTE: German</p> <p>LOTE: Indonesian Second Language</p> <p>LOTE: Japanese Second Language</p> <p>LOTE: Latin</p> <p>Legal Studies</p> <p>Literature</p> <p>General Mathematics</p> <p>Mathematical Methods</p> <p>Specialist Mathematics</p> <p>Physics</p> <p>Psychology</p> <p>Theatre Studies</p>	<p>Biology</p> <p>Business Management</p> <p>Geography</p> <p>Global Politics</p> <p>Health and Human Development</p> <p>History: Australian</p> <p>History: Revolutions</p> <p>LOTE: Chinese Second Language</p> <p>LOTE: Chinese Second Language Advanced</p> <p>Legal Studies</p> <p>Mathematical Methods</p> <p>Music Contemporary Performance</p> <p>Music Repertoire Performance</p> <p>Physical Education</p> <p>Psychology</p> <p>Texts and Traditions</p>	<p>English</p> <p>English as an Additional Language (EAL)</p> <p>Accounting</p> <p>Art Creative Practice</p> <p>Art Making and Exhibiting</p> <p>Biology</p> <p>Business Management</p> <p>Chemistry</p> <p>Economics</p> <p>Geography</p> <p>Global Politics</p> <p>Health and Human Development</p> <p>History: Australian</p> <p>History: Revolutions</p> <p>LOTE: Chinese Second Language</p> <p>LOTE: Chinese Second Language Advanced</p> <p>LOTE: French</p> <p>LOTE: German</p> <p>LOTE: Indonesian Second Language</p> <p>LOTE: Japanese Second Language</p> <p>LOTE: Latin</p> <p>Legal Studies</p> <p>Literature</p> <p>Mathematical Methods</p> <p>General Mathematics</p> <p>Specialist Mathematics</p> <p>Music Contemporary Performance</p> <p>Music Repertoire Performance</p> <p>Physical Education</p> <p>Physics</p> <p>Psychology</p> <p>Texts and Traditions</p> <p>Theatre Studies</p>

Award of the VCE

To qualify for the award of the VCE a student must satisfactorily complete a total of no fewer than 16 Units including:

- three Units of an approved combination of English studies (including one Units 3/4 sequence)
- three sequences of Units 3/4 other than the compulsory English study.

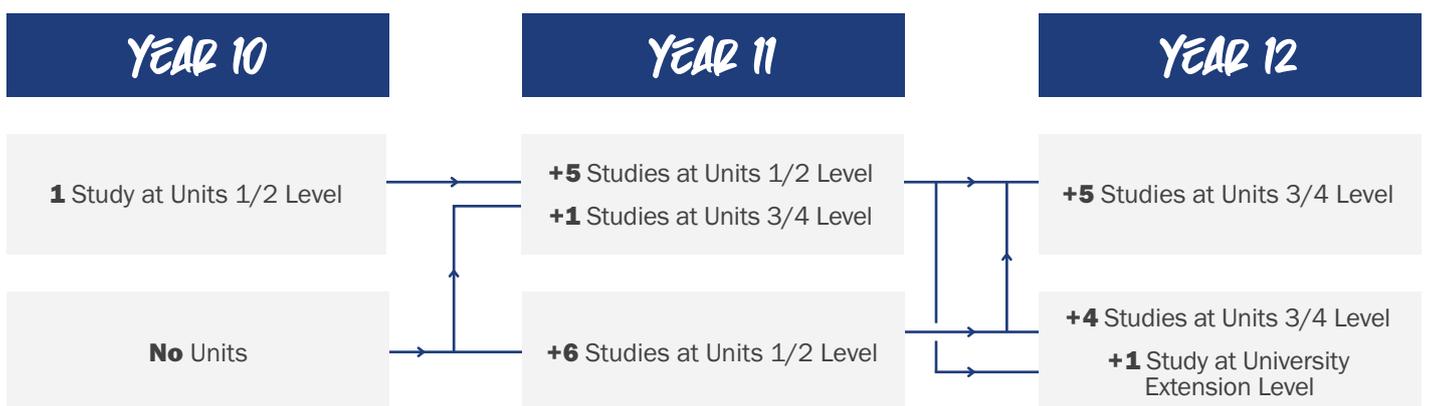
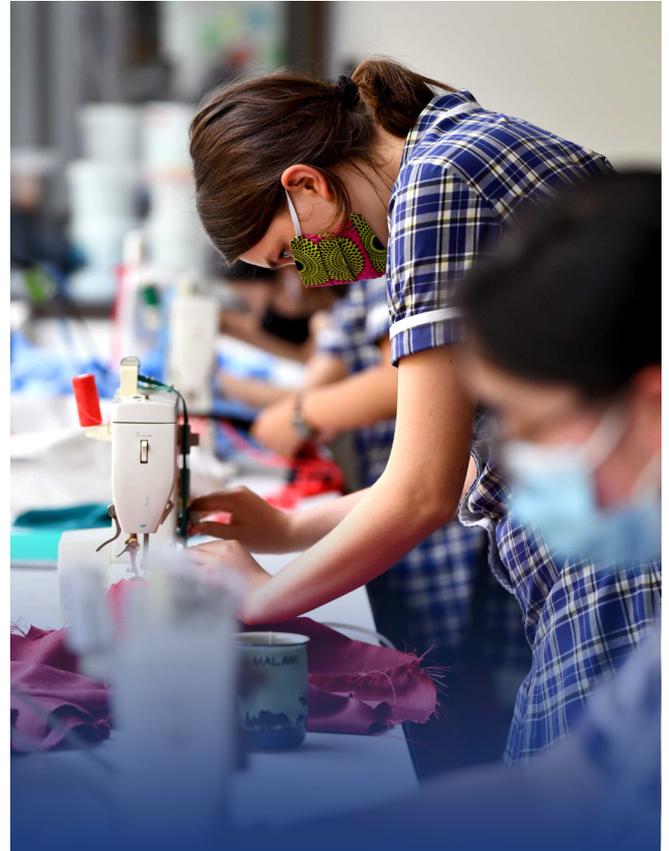
Course Planning

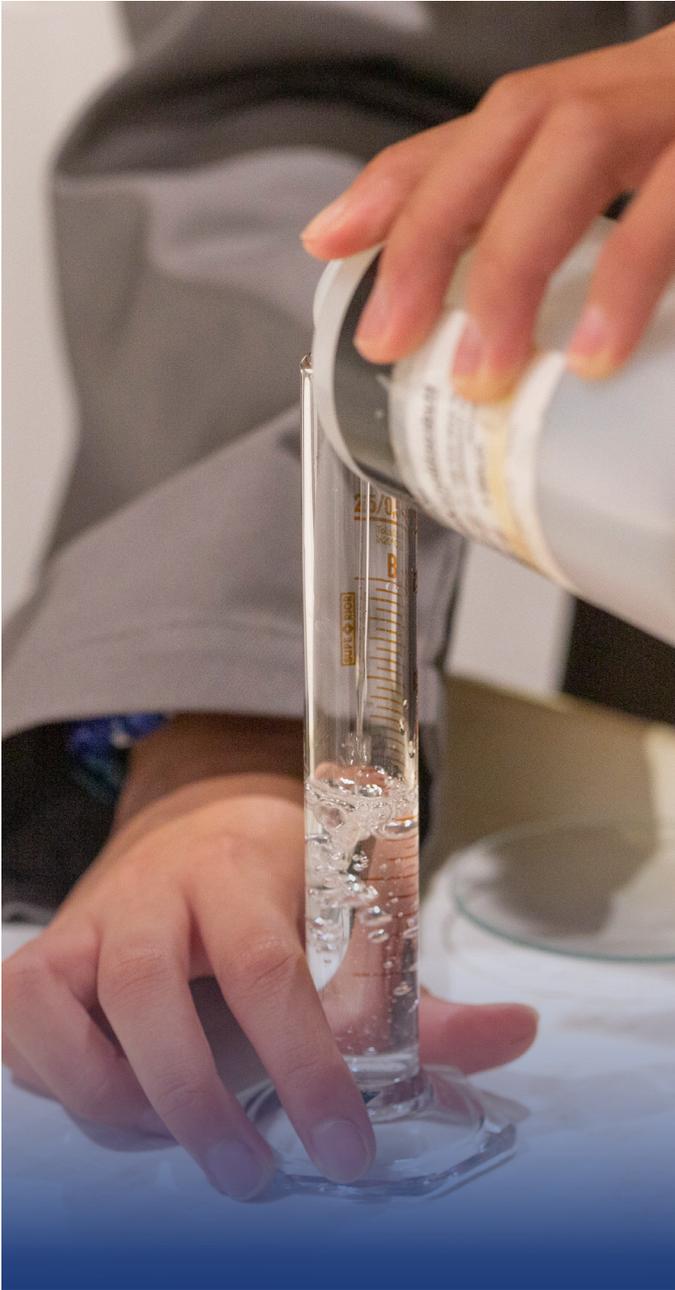
Students study six Unit 1/2 studies in Year 11 and five Units 3/4 studies in Year 12.

Some students may be eligible to undertake one Unit 3/4 sequence as part of their Year 11 program and may be eligible to include a university extension subject in their Year 12 program.

There is an opportunity for students taking Units 1/2 to change a study in the first two weeks of a semester.

Students taking Units 3/4 studies may change a study in the first two weeks of Semester 1 only. Students should consider the possible implications of their subject choices on their ATAR and any tertiary course prerequisites.





VCE Units 3/4 in Year 11

Some students may wish to undertake one Units 3/4 study in Year 11; however, this does require careful consideration. Students should consider the overall demands on them from both academic subjects and co-curricular activities. It is also important that undertaking a Units 3/4 subject in Year 11 should not impact negatively on other Year 11 studies where essential skills are being developed for the more complex tasks required in Units 3/4. Only some subjects are made available for students to undertake as Units 3/4 in Year 11 without having undertaken Units 1/2. Refer to the table of subjects offered for details.

Students will have the option to select a Units 3/4 subject during the completion of their online subject selections. Students should only select a Units 3/4 subject if they are likely to meet the below criteria.

- A level of achievement of A or A+ in all core subjects. Students studying EAL should discuss their choices with the EAL staff;
- Demonstrated strengths in the subject area of the proposed VCE Units 3/4 (especially if a Year 10 elective);
- Motivation and sound organisational skills in the broader school program;
- Approval from the VCE Coordinator;
- Availability of a place (Year 12 students will have first preference);
- Passion for study in the particular chosen discipline.

At PLC some Year 10 students may already be studying a VCE Units 1/2 subject. These students are eligible to continue these studies at the Units 3/4 level in Year 11; however, they must also satisfy the criteria for selection as outlined above.

The VCE Coordinator will review all Unit 3/4 selections made by Year 11 students and make a decision in consultation with the relevant staff. Students will be notified if their subject selection is not recommended.

Higher Education Studies (University Extension)

Victorian universities have established programs to allow academically gifted VCE students the opportunity to undertake a tertiary level subject as part of their Year 12 course. A pass in a university level subject will be the equivalent of a sixth VCE Units 3/4 study and students may gain credit in that subject towards university courses. Students who successfully complete a university study will have the title of the study and the university reported on their VCE statement of results. The study will not contribute to satisfactory completion of the VCE.

PLC offers Mathematics at the College and information about this subject and other subjects offered by these universities and where they can be studied, is available from the Careers Development Practitioners.

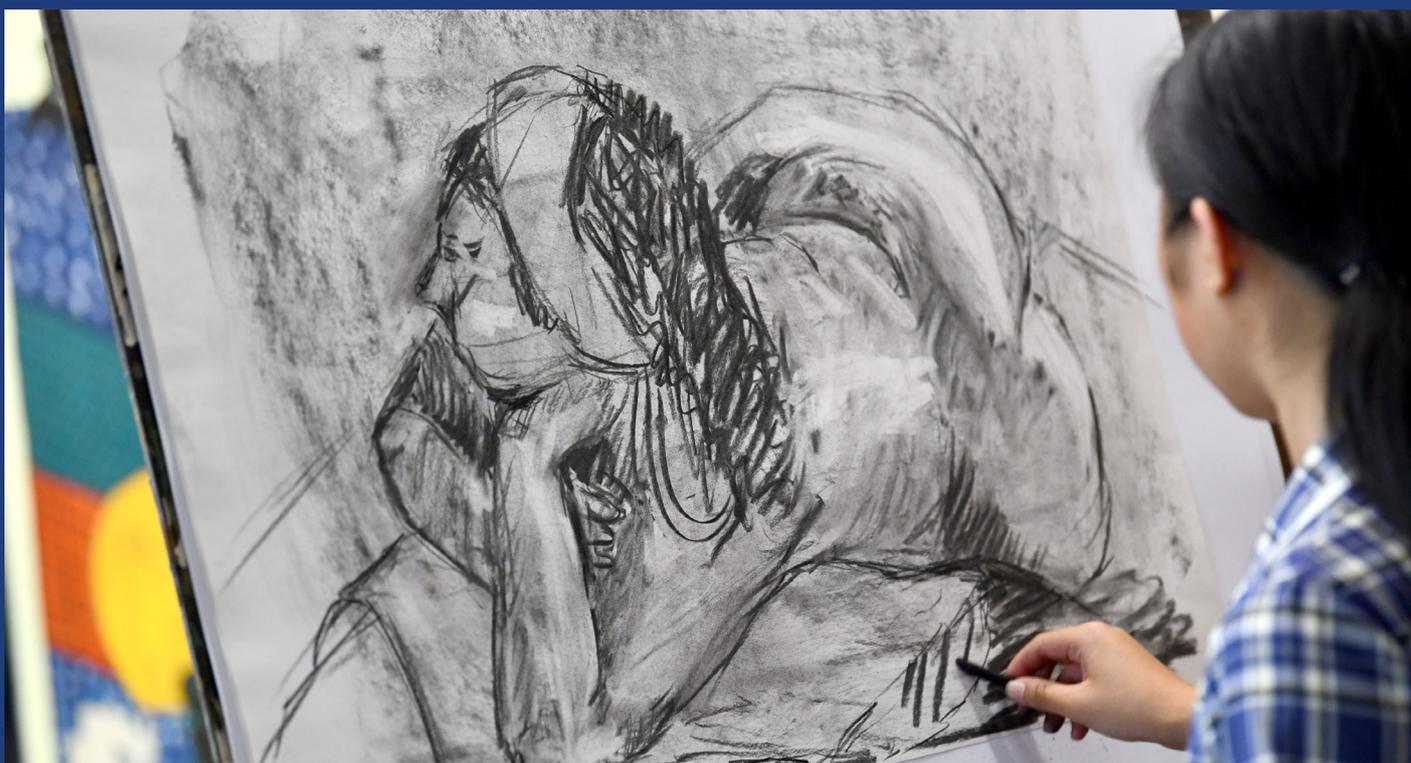
The College has responsibility for recommending students for these programs and apply strict guidelines for selection. Students are not permitted to enrol in Higher Education courses which require attendance during the regular school day. As such, students may, necessarily, need to consider whether they will be suited to online course delivery. If a student applies and is accepted into a course which impedes their attendance at PLC, the school will withdraw its approval for the application.

Criteria for Extension Studies Approval

The criteria used when considering if a student is suitable to undertake a university extension subject:

- An A+ level of achievement in the examination in the prerequisite study;
- A or A+ levels of achievement in the examinations for all subjects to be studied in Year 12 on the Year 11 Semester 1 report;
- Recommendation by the class teacher of the subject selected for extension.

Each application will be considered on an individual basis by the relevant staff. Additional information is sought from other teachers and senior staff if a student meets only the first two criteria. Aspects such as general approach to studies, attendance, combination of studies, impact of travel dependent on the location of the extension centre, ability to cope with a large workload and other school commitments are considered. Only one university extension study score can contribute to the ATAR.

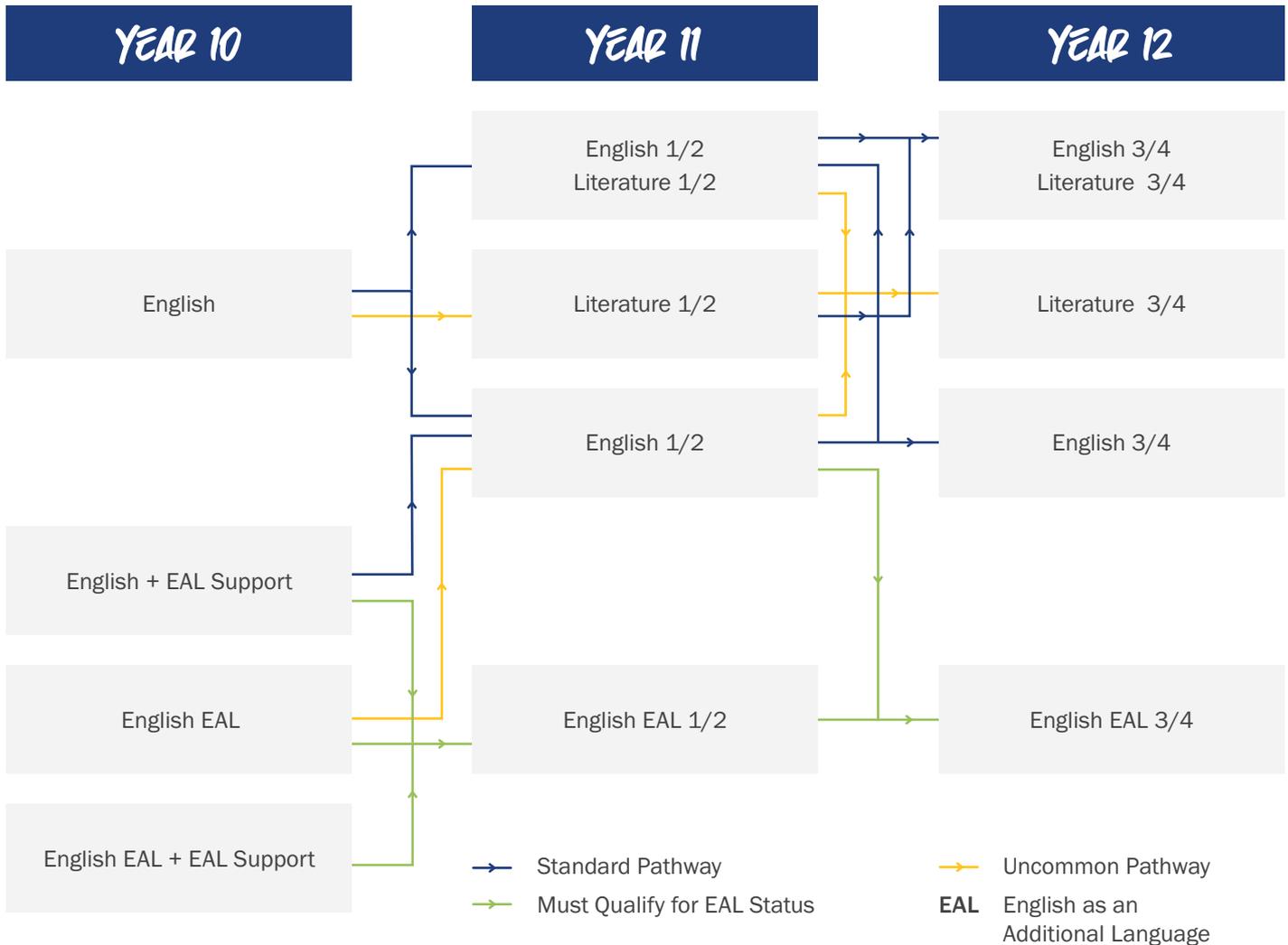




VCE Subject **PATHWAYS**

The following diagrams are to assist in understanding
the pathways for various subjects

English Pathways & REQUIREMENTS VCE



The VCE English Requirement

The three units from the group of English studies, which must include a Units 3/4 sequence, that are required for satisfactory completion of the VCE may be selected from:

- English/EAL Units 1 to 4
- Literature Units 1 to 4

English as an Additional Language (EAL) Requirements

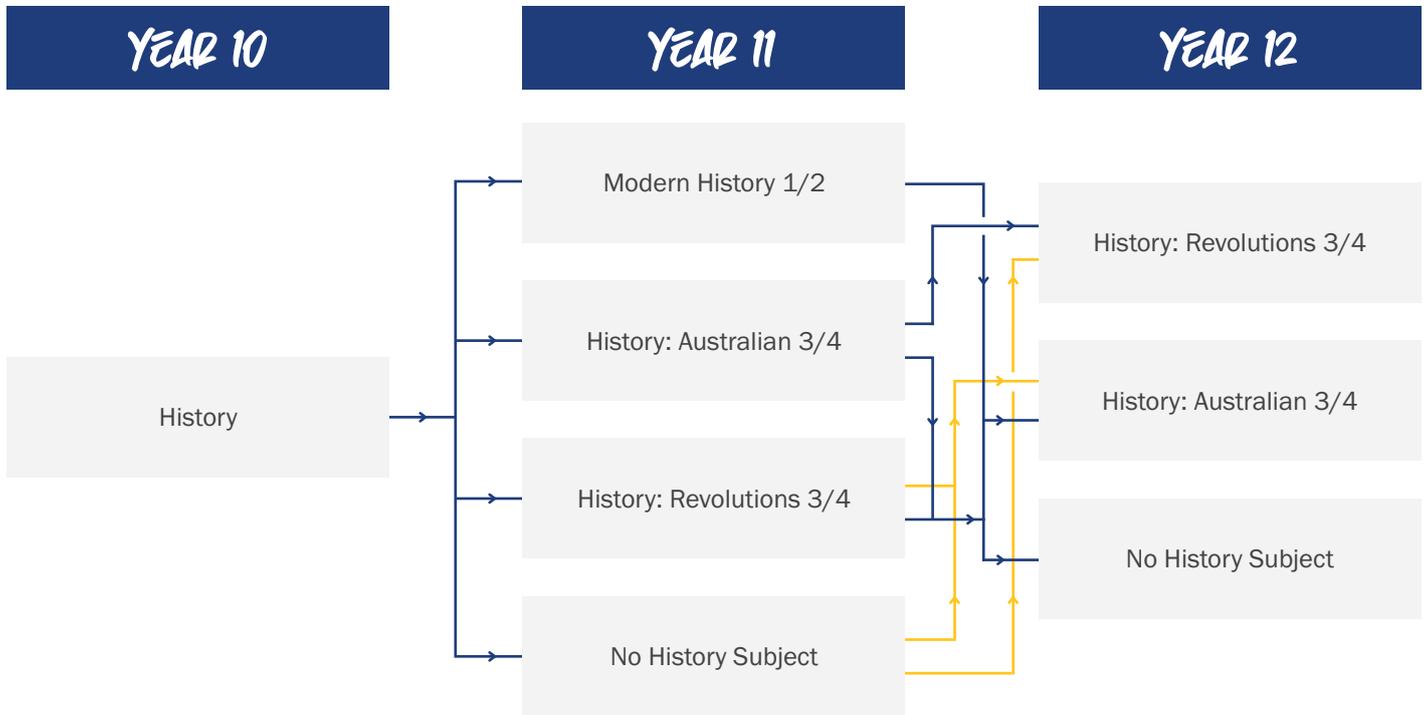
In Units 3/4 of the VCE, VCAA may acknowledge that a student has not been able to perform at her optimum level

on assessment tasks owing to comparative unfamiliarity with the English language. In this case a student may be granted English as an Additional Language (EAL) status and is assessed according to different criteria.

A student is considered eligible for EAL status if the student has been a resident in Australia (or another predominantly English speaking country) for no more than seven years and if English has been the student's major language of instruction for a total period of not more than seven years.

For EAL, supporting evidence will need to be submitted to the EAL Co-ordinator by the end of Term 3. The responsibility to supply EAL status evidence rests with the student.

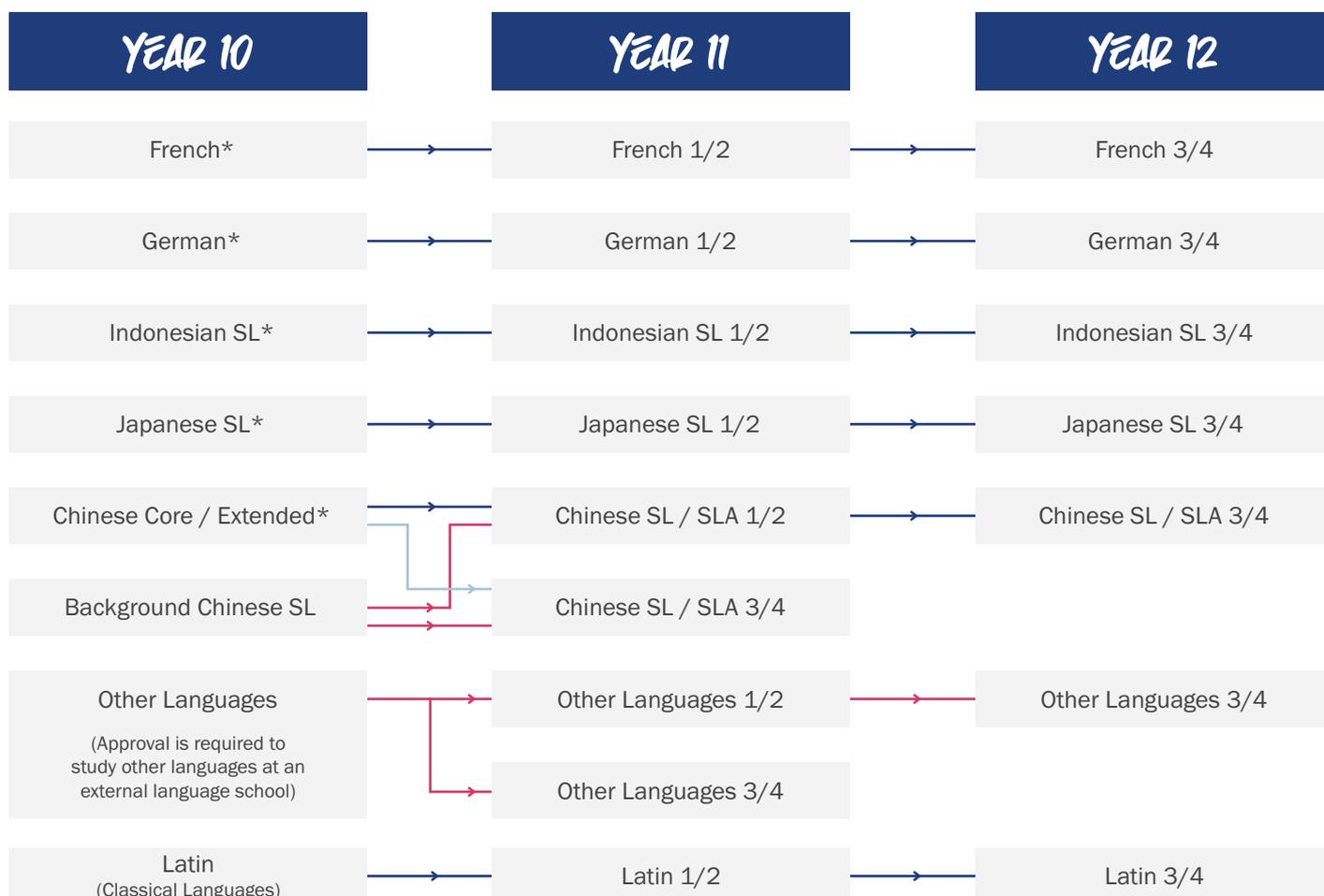
History PATHWAYS UCE



Standard Pathway →
Uncommon Pathway →



Language Pathways & REQUIREMENTS VCE



- Standard Pathway
- Depending on Eligibility
- Uncommon Pathway & Depends on Eligibility

- SL** Second Language
- SLA** Second Language Advanced

* Not including modified or cultural courses. If coming from another school or language school a language assessment is required before entry

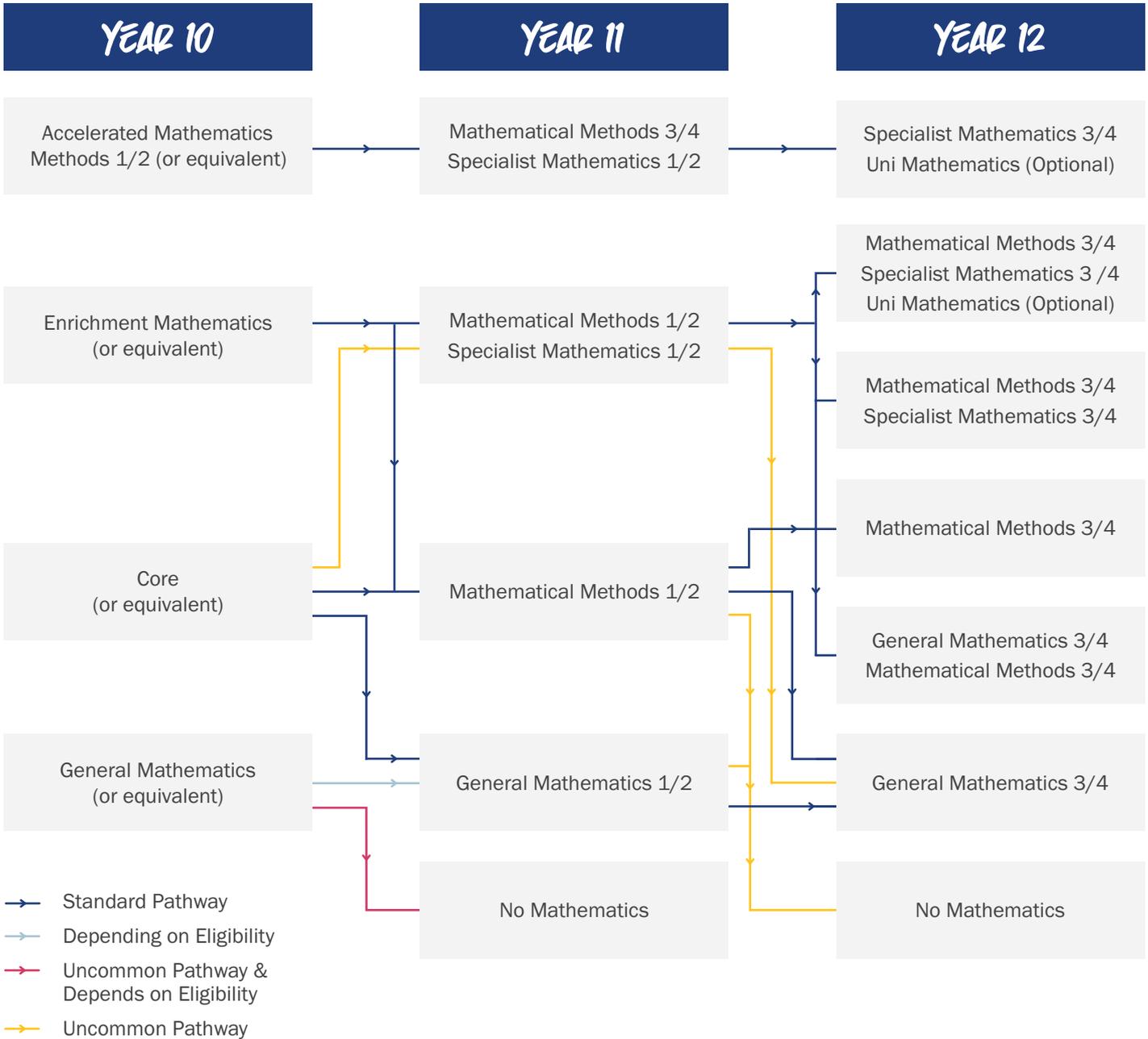
LOTE Second Language Enrollments

LOTE Second Language Studies in Chinese, Indonesian and Japanese are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment.

In addition to Chinese Second Language, the subject Chinese Second Language Advanced is offered to students who were born in a Chinese-speaking country and/or studied with Chinese as their language of instruction for up to seven years.

All enrollments in these studies at Unit 3/4 level must be approved by VCAA. Students cannot be enrolled in Second Language LOTE studies until endorsement of their eligibility is received from VCAA. The student must provide sufficient evidence to support her application, and the responsibility for providing supporting documentation rests with the student. **VCAA Unit 3/4 application forms are available from the Curriculum Office and must be submitted by the end of Term 3, in the year prior to study.**

Mathematics PATHWAYS VCE



Course Selection Information

Students interested in keeping their options open to study all tertiary courses (or who are particularly interested in mathematically-based courses such as some sciences, computing and commerce) should consider the eight-unit mathematics combination. The six-unit course or a four-unit study, including Mathematical Methods Units 3 and 4, provides a good basis for further study. A four-unit course,

including the study of General Mathematics, can be done either as a preparation for tertiary courses requiring some mathematical basis or as a combination providing more emphasis on practical application that meets the requirements of courses such as health sciences. No student will be permitted to study Specialist Mathematics Units 3/4 and General Mathematics Units 3/4 as part of their VCE program.

Units	Year 11	Year 12
8	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4
8	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 General Mathematics 3 and 4
6	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4
6	Mathematical Methods 1 and 2	Mathematical Methods 3 and 4 General Mathematics 3 and 4
4	Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
4	Mathematical Methods 1 and 2	General Mathematics 3 and 4
4	General Mathematics 1 and 2	General Mathematics 3 and 4

Students who have been in the Year 10 VCE Units 1 and 2 Mathematical Methods acceleration program may consider the table below.

All students in the acceleration program will usually study Specialist Mathematics 1 and 2 in Year 11. It is to a student's advantage to study a Mathematics course in

Year 12, therefore students who study Mathematical Methods Units 3 and 4 in Year 11 are recommended to do Specialist Mathematics Units 3 and 4 in Year 12.

Students who do well enough in Mathematical Methods and Specialist Mathematics 1 and 2 whilst in Year 11 may apply to study University Extension Mathematics in Year 12.

Units	Year 11	Year 12
8	Specialist Mathematics 1 and 2 Mathematical Methods 3 and 4	Specialist Mathematics 3 and 4
8	Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4
6	Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4



International Baccalaureate
DIPLOMA PROGRAMME (IB)

IB

OVERVIEW

International Baccalaureate Diploma Programme

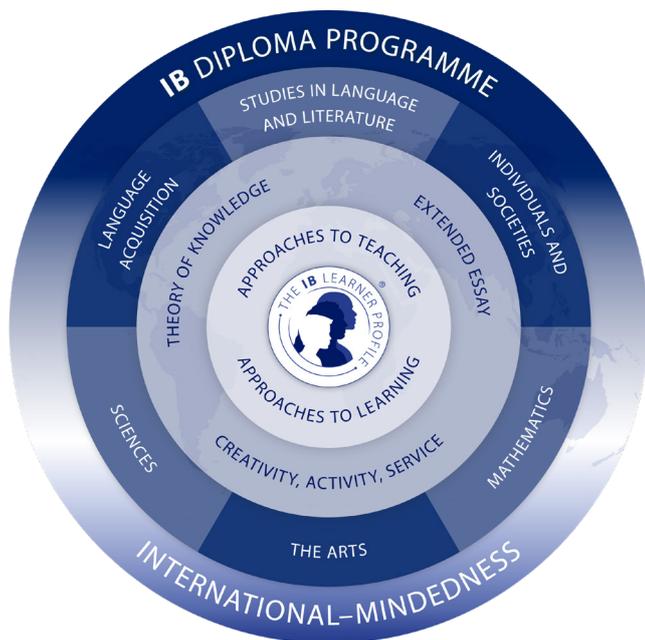
The International Baccalaureate Diploma is a two-year, pre-university certificate designed and administered by the International Baccalaureate (IB). The Diploma Programme offers a broad education incorporating all major disciplines.

The IB curriculum comprises six subject groups and students must choose one subject from each group to study over the two years. In Year 12, three of the six subjects must be taken at Standard Level and three at Higher Level. Higher Level subjects allow for greater depth of study.

<p>Group 1 Language A - Literature</p> <p>English Chinese</p>	<p>Group 2 Language B - Language Acquisition</p> <p>English Japanese French Mandarin German Latin Indonesian</p>	<p>Group 3 Individuals & Societies</p> <p>Economics Geography History</p>
<p>Group 4 Sciences</p> <p>Biology Chemistry Physics</p>	<p>Group 5 Mathematics</p> <p>Analysis and Approaches</p>	<p>Group 6 The Arts</p> <p>Visual Arts Music A second subject from Groups 3 or 4</p>

IB Diploma Programme Model

The International Baccalaureate Diploma is a two-year, pre-university certificate designed and administered by the International Baccalaureate (IB). The Diploma Programme offers a broad education incorporating all major disciplines.



Award of IB Diploma

To be able to qualify for the award of the IB Diploma, students must:

- gain a satisfactory mark in the six subjects
- complete an Extended Essay (EE) of no more than 4000 words in any selected subject of the IB curriculum
- complete all requirements of the Theory of Knowledge (TOK) course
- complete all requirements of the Creativity, Activity, Service (CAS) program

IB Levy / Fees

A levy will be charged for IB Students to cover additional IB costs. These costs relate particularly to the cost for examination registration, the TOK camp, IB events and other administrative costs. The levy will be \$900 per year.

IB Pathways & Course Planning

Students choose their Higher Level subjects towards the end of Term 3 of Year 11. For Mathematics, however, the College encourages students to make their choice at the beginning of Semester 1 of Year 11. The IB Diploma Programme is academically rigorous and a review process may be established in Semester 1 of Year 11 for students experiencing difficulty with the workload and academic expectations. It is possible at the end of both Semesters 1 and 2 of Year 11 for students to transfer to the VCE with credits. Girls should, however, consult with their Mathematics and English teachers in Year 10 to be guided in the decision to take the IB Diploma.

IB Pathways



Assessment

Assessment of subjects is based on a combination of internal assessment and external examinations at the end of Year 12. Within each subject, examinations for Higher Level are longer and more challenging than those for Standard Level. Each subject is graded on a scale from 1 (very poor performance) to 7 (excellent

performance). Up to 3 additional points may be gained by a very good performance in the Extended Essay and the Theory of Knowledge, hence the maximum possible score is 45 points. The IB score will be used by VTAC to calculate a student's ATAR-like rank, known as the Combined Rank.



Core Components

Theory of Knowledge (TOK)

The Theory of Knowledge course, a key element of the IB Diploma Programme, encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it change? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

The course aims to help students discover and express their views on knowledge questions. It encourages students to share ideas with others, and listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections are made between knowledge encountered in different subjects and distinctions between different kinds of knowledge are recognised.

Creativity, Activity and Service (CAS)

Over the two-year period, all students must spend some significant time engaged in CAS with a reasonable balance across the three areas of CAS. A very wide range of Creative experiences including music, drama, art, debating, etc. is available. Activity includes competitive and non-competitive sport, camping, bushwalking, etc. Service requires involvement in providing assistance both within and outside the school community. Combined and ongoing experiences are encouraged over 'one-off' type experiences. It is the responsibility of each student to organise and document her individual CAS program, in consultation with the CAS Co-ordinator.

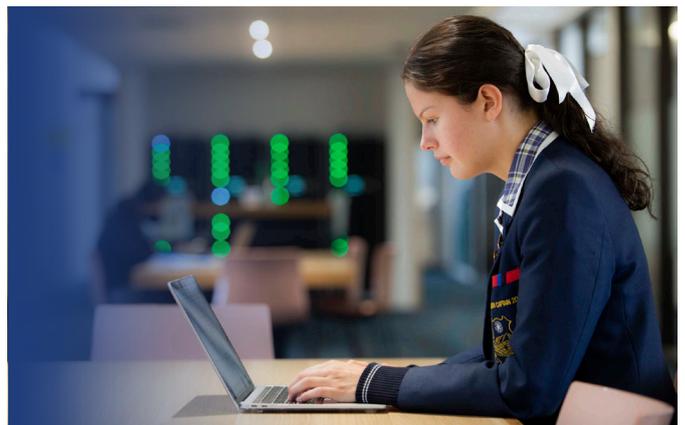
Extended Essay (EE)

The extended essay of 4000 words offers the opportunity to investigate a topic of special interest in one of the students' IB subjects. The process begins during Term 2 of Year 11 and is completed by the end of Semester 1 of Year 12. Each student is allocated a supervisor, but the emphasis is on the independent research and experience in academic writing skills.

Qualities of an IB Student

- Possessing strong English language skills – B Grade or above in mainstream English, achieving A+ in EAL
- Proficient in Mathematics
 - Mathematics SL min: B Grade or above in Year 10 PLC Mathematics Core or equivalent course
 - Mathematics HL min: Undertaking Year 10 PLC Accelerated, or B Grade or above in Year 10 PLC Mathematics Enrichment or equivalent course
- A competent performer in examination situations
 - Grade or above in Core subject examinations
- A strong academic all-rounder as they must undertake a science subject, a humanities subject and a second language subject
 - Minimum B Grade on Year 10 reports for these subjects
- Possessing a high work ethic and work practices; in particular, being able to work steadily and routinely on class work, homework and work for assessment
- Self-motivated, able to embrace ambiguity and to work independently on self-directed tasks

The IB Learner profile outlines the key attributes valued by IB World Schools.





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

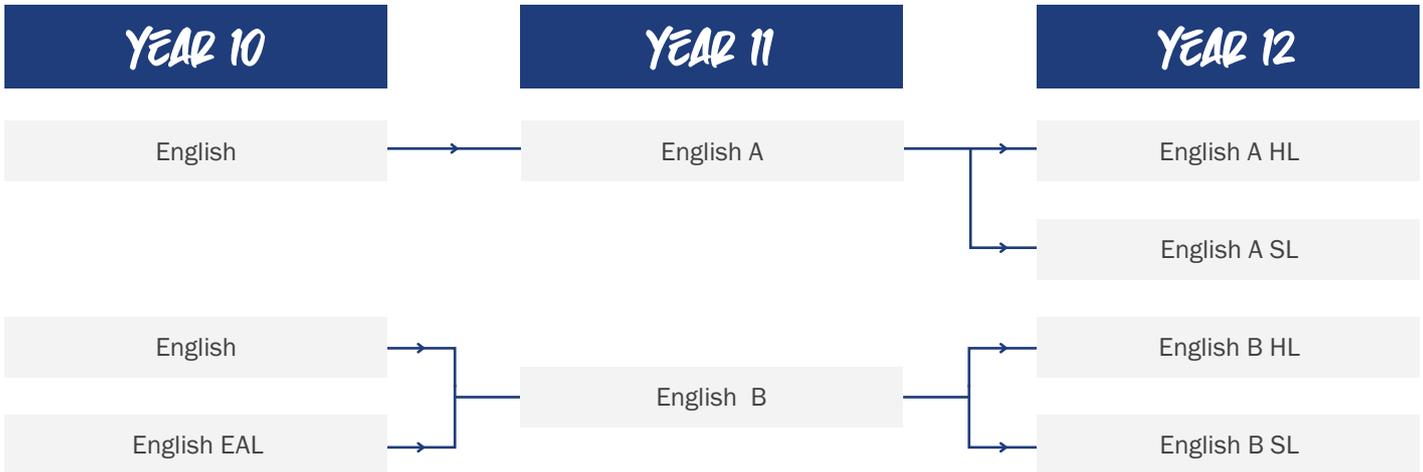


IB Subject **PATHWAYS**

The following diagrams are to assist in understanding
the pathways for various subjects

English & EAL PATHWAYS IB

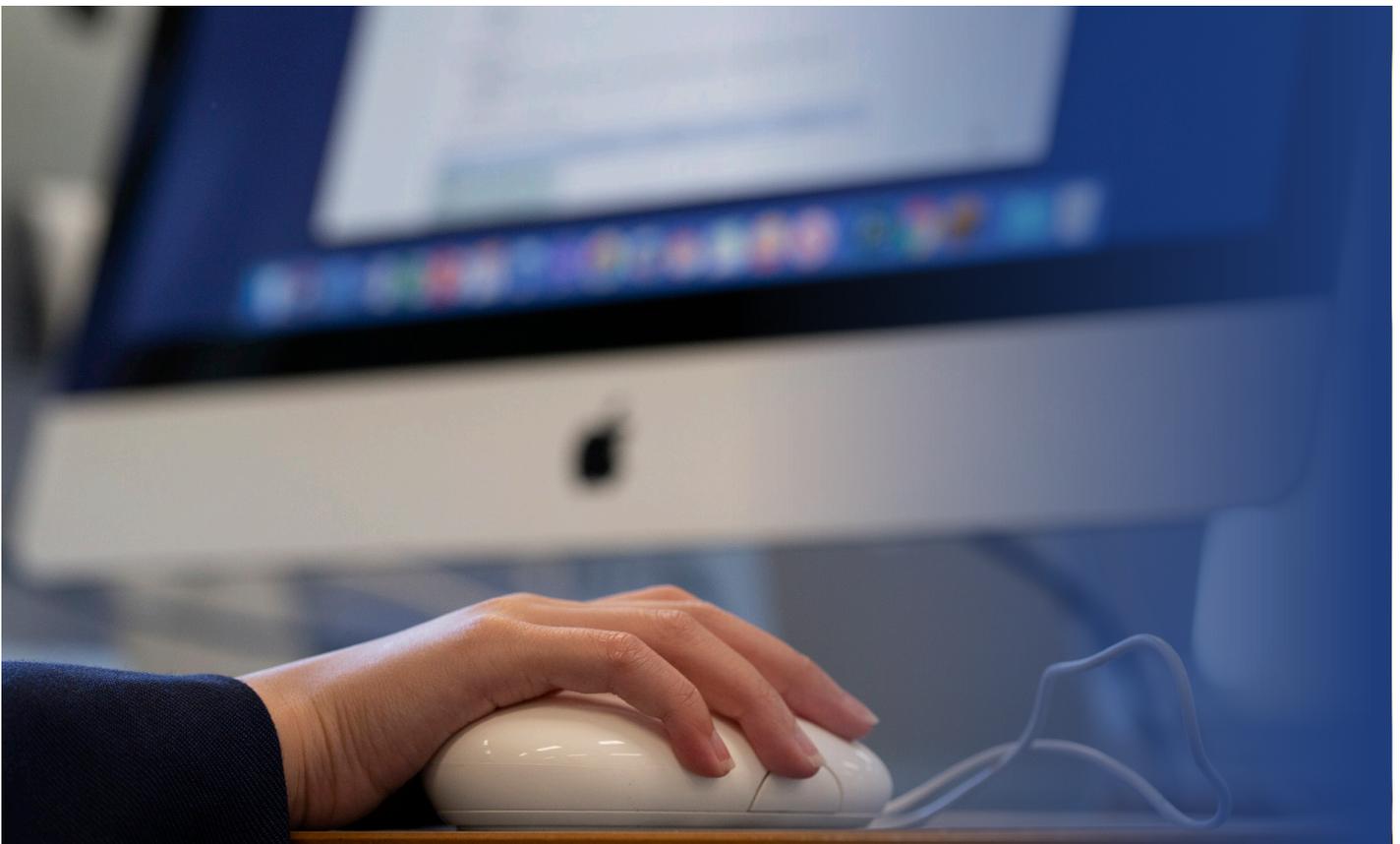
Group 1 | Language A - Literature



→ Standard Pathway

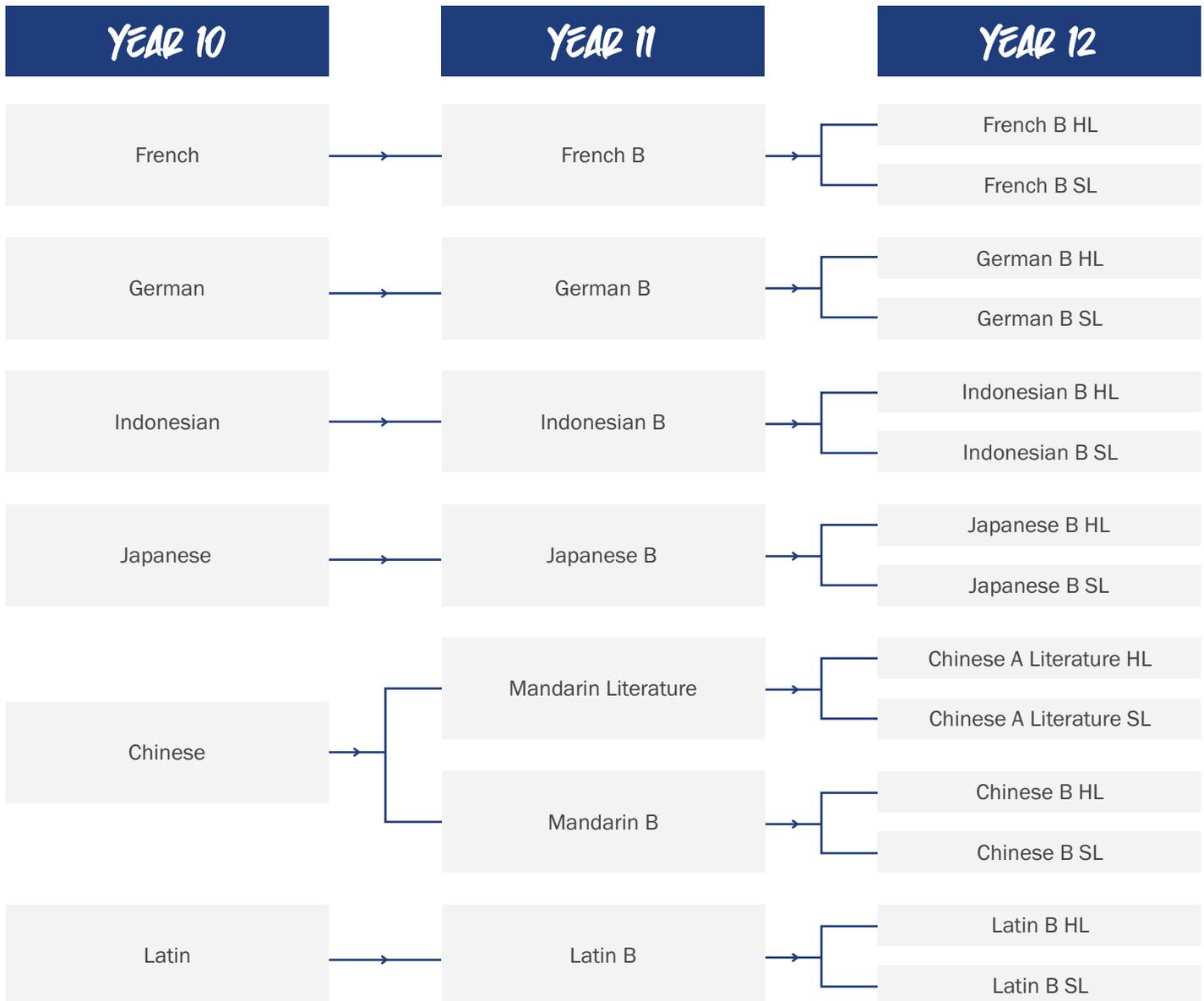
SL Standard Level

HL Higher Level



LOTE PATHWAYS IB

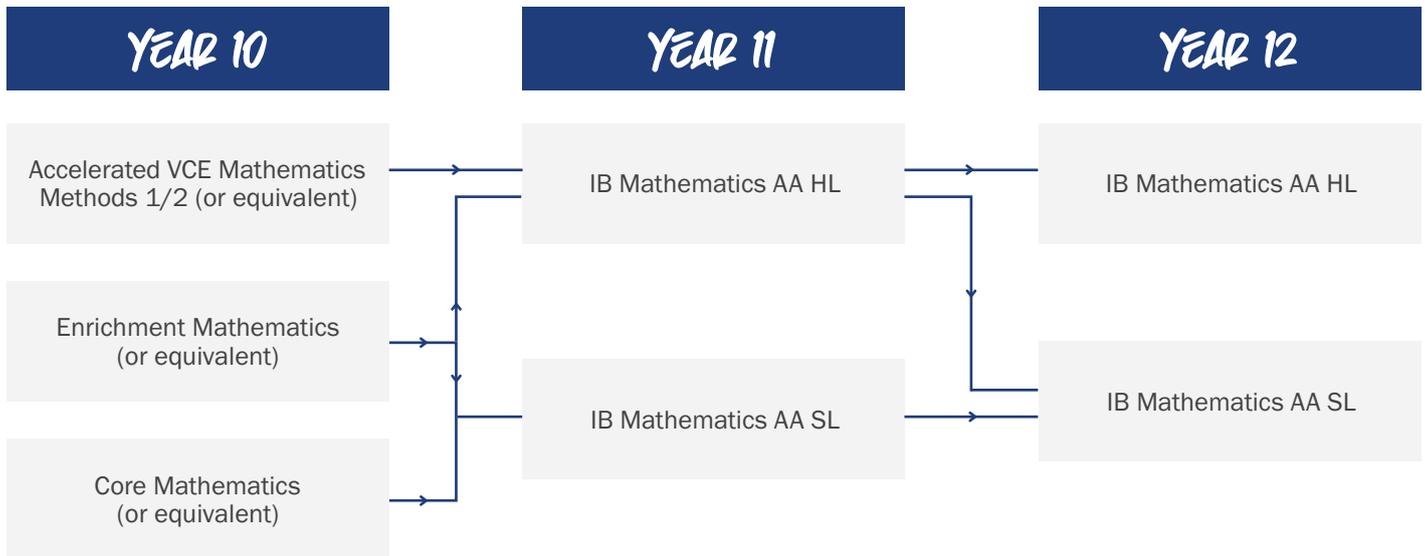
Group 2 | Language B - Language Acquisition



- Standard Pathway
- SL Standard Level
- HL Higher Level

Mathematics PATHWAYS IB

Group 5 | Mathematics



→ Standard Pathway HL Higher Level
 SL Standard Level AA Analysis and Approaches



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