

# PLC GUIDE TO COURSES 2022

Years 7 and 8



STRONG FOUNDATIONS – AMAZING FUTURES



## Contents

Introduction

Curriculum Overview

The Learning Environment

Year 7 and 8 Programs

Personal Development

Curriculum Support Services

Library Services

Subject Descriptions

The Arts – Art

The Arts – Drama

The Arts – Music

Christian Studies

Digital Technologies

English

Health and Physical Education

Humanities – Geography

Humanities – History

Languages other than English (LOTE)

Languages other than English (LOTE) – Chinese

Languages other than English (LOTE) – French

Languages other than English (LOTE) – German

Languages other than English (LOTE) – Indonesian

Languages other than English (LOTE) – Japanese

Languages other than English (LOTE) – Latin

Mathematics

Science



*Presbyterian Ladies' College*

---

MELBOURNE

# PLC GUIDE TO COURSES 2022

**Years 7 and 8**



## Our Mission

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.

## Our Motto

**'Lex dei vitae lampas'**

(The Law of God is the lamp of life)



## Introduction

The Guide to Courses provides a summarised outline of what will be offered at Presbyterian Ladies' College in Years 7 and 8 in 2022. Information covers:

- the ways in which your daughter can make the most of her education at the College;
- the student wellbeing 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.

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.

## 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.

## The Learning Environment

Learning involves a complex system of interactive processes, and our classroom practice reflects the best of what we know about how learning occurs. In Year 7 an essential element of the curriculum is the visible thinking approach where teachers work with each class to include the explicit teaching habits that facilitate thinking about learning and learning about thinking. A range of teaching approaches and learning strategies are used to

- develop positive attitudes and perceptions about classrooms and learning;
- guide students to acquire and integrate new information with what they already know;
- develop in-depth understanding through the process of extending and refining students' knowledge;
- provide activities that allow students to use knowledge in meaningful ways;
- enable students to think critically and creatively, work collaboratively and regulate their own behaviour;
- encourage exploration of ways of thinking.

The work in Year 7 is consolidated and extended in Year 8.

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 designed to provide students with strong academic foundations so that they may confidently choose either the Victorian Certificate of Education or the International Baccalaureate Diploma in their final years of schooling.

## Year 7 and 8 Programs

### Transition Programs

The transition program for Year 7 begins in November with an Orientation Day. A Welcome Day is held at the beginning of Term 1, prior to the other year levels starting the school year. These occasions enable the girls to forge relationships with other girls, their Form Teacher and Year 7 staff. Parents are encouraged to meet with the Year Level Co-ordinator on a needs basis and with each other at events such as the Twilight Picnic.

New Year 8 students also start their school year on Welcome Day. Buddies are assigned to these new girls to help with orientation and transition into the College.

### Personal Development

During the middle years of their schooling, young adolescents are encouraged to:

- adjust to physical, emotional, social and intellectual changes as they grow towards adulthood and independence;
- learn to think in ways that 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 created to ensure students achieve their potential. The focus of our program in Years 7 and 8 is to:

- help all Year 7 students and girls new to Year 8 settle in and happily adjust into the Senior School;
- build skills of organisation and management to cope with the extra demands of the Senior School;
- facilitate and encourage friendships throughout the year level;
- help students interact in a more meaningful way with their peer group and family;
- build self-awareness, independence and self-confidence;
- foster co-operative behaviour;
- foster resilience and adaptability; and
- encourage and educate students to be responsible cyber citizens.



## Wellbeing

All class teachers provide care for students. Form Assemblies are the prime time when Form Teachers meet with their form group and build relationships so that each student feels valued and nurtured. This time also provides the opportunity to deal with administrative issues and school procedures, such as excursions, lateness, coping with illness and homework. Form Teachers help students with study and personal management skills appropriate to their year level and work with students on their learning goals. They also spend time fostering involvement in service and co-curricular activities and encouraging students to be active participants in College life. The Personal Development program further promotes and encourages the personal growth of each student.

## Outdoor Education

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 grow in confidence and independence.

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, fostering 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.

During Term 1 all Year 7 students take part in a five day camp, held at Camp Marysville. Activities are designed around challenge and co-operation, and include bushwalking, rockclimbing, abseiling, initiative activities, overnight camping and exploration in the Steavenson Falls area, canoeing and aboriginal cultural sessions. The program introduces girls to a number of basic skills in the outdoors, providing a basis for future outdoor education experiences. Emphasis is also placed on increasing independence and on socialisation, with opportunities for mixing and extending friendship groups. Evening activities reinforce co-operation through a variety of problem-solving activities. Year 10 students are involved in a leadership role during the program, which is run by OEG (Outdoor Education Group) and PLC staff. An information night is held for parents prior to the camp.

The Year 8 program builds on the basic outdoor skills learnt in Year 7. The focus is on the coastal environment as an outdoor classroom. The week is divided between Wilsons Promontory and the Waratah Bay area of the Gippsland coast. Forms are split into two groups of 10-12 students and each group is accompanied by a PLC staff member and led by an OEG (Outdoor Education Group) staff member. The girls spend four nights camping in tents at camping sites and preparing their own meals under supervision. The program includes bushwalking (with packs or day packs), beachcombing, surfing, canoeing, and marine and environmental sessions. Creating a sense of community, developing initiative, understanding leadership and increasing independence are emphasised. An information night is held for parents prior to the camp.

## 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 Personal Development programs;
- through regular fundraising efforts – weekly collections for a particular charity, Quad Days and Year Level charity efforts;
- through Community Service;
- in the College's ongoing support for Neno Girls' School, Malawi;
- in community-based activities and commitments.

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

## 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. These include:

- Athletics
- Swimming
- Cross Country
- House Concerts
- Theatre Sports
- Debating
- Aerobics
- Gymnastics
- Mathematics
- Public Speaking
- Team Sports, such as Water Polo, Volleyball, Soccer, Netball, Table Tennis 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 in each House elect an Intermediate Captain from Year 10 students 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. PLC belongs to Girls' Sport Victoria (GSV), competing in weekly and carnival sports. Special skill training is provided for all sports. There are opportunities for students to participate in carnivals, competitions, developmental programs and weekly sport matches.

**Sports include:**

- Aerobics
- Athletics
- Australian Rules Football
- Basketball
- Badminton
- Cricket
- Diving
- Equestrian
- Golf
- Hockey
- Netball
- Rowing
- Running Club
- Snowsports
- Soccer
- Softball
- Swimming
- Synchronised Swimming
- Tennis
- Track and Field
- Triathlon
- Volleyball
- Water Polo



## 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 Years 11 and 12. 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:

- Art Club
- Book Club
- Chess Club
- Christian Union
- Classics Club
- Computer Club
- Debating
- Drama Club
- Dressmaking
- Duke of Edinburgh International Award
- International Week Committee
- Jindi Worabak Reconciliation Group
- Knitting Club
- Library / Archives Committee
- Magpies Literature Club
- Maths Committee
- Patchwork Committee
- Public Speaking
- Social Action Committee
- Sustainability Committee
- Tech Crew / Club
- Theatre Productions



## Curriculum Support Services

### 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 Learning Enhancement Department 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 wellbeing personnel. Support may also follow parent requests for assistance.

Programs that cater for students:

- Learning Support classes which are available for 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 and collaborative environment.

Years 7 and 8 offer highly able students an opportunity to be involved in a range of different Extension activities. Competitive programs such as da Vinci Decathlon, Tournament of Minds, Future Problem Solving are regularly accessed where and when they are available. Training sessions for these events will expose students to a variety of disciplines with a focus on challenging and stimulating tasks which extend critical thinking. Opportunities to be involved in a variety of extension workshops and clubs are offered throughout the year and may involve students in the early exploration of philosophy, music composition and global issues. Individual subject areas also offer entry into a range of different programs and competitions: English - JMAPS Public Speaking, Dorothea Mackellar Poetry; Mathematics - The University of Melbourne School Mathematics Competition, Australian Mathematics Competition; Science - CREST projects, ICAS Science Competition, to name a few.

### 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 that cater to Year 7 and 8 students include:

- A Welcome Day is offered at the beginning of each year, for girls arriving new to the school.
- English as an Additional Language course of study for recommended students. These courses offer assistance in the areas of oral language, reading and writing. Each student follows a program designed to develop competence and confidence in English language skills and to support her learning across the curriculum.
- Assistance for students in classes is provided on teacher request.
- Modification of mainstream curriculum and tasks may be initiated after consultation between subject teachers, Year Level Co-ordinators and EAL teachers.



## 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:

- **Research Support** – Teacher-librarians are on duty to assist during classes with wide-reading choices, information literacy skills and resources to support students. Teacher-librarians create digital information pathways incorporating a wide variety of resource formats. Individual appointments can be made with teacher-librarians for research and referencing assistance.
- **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

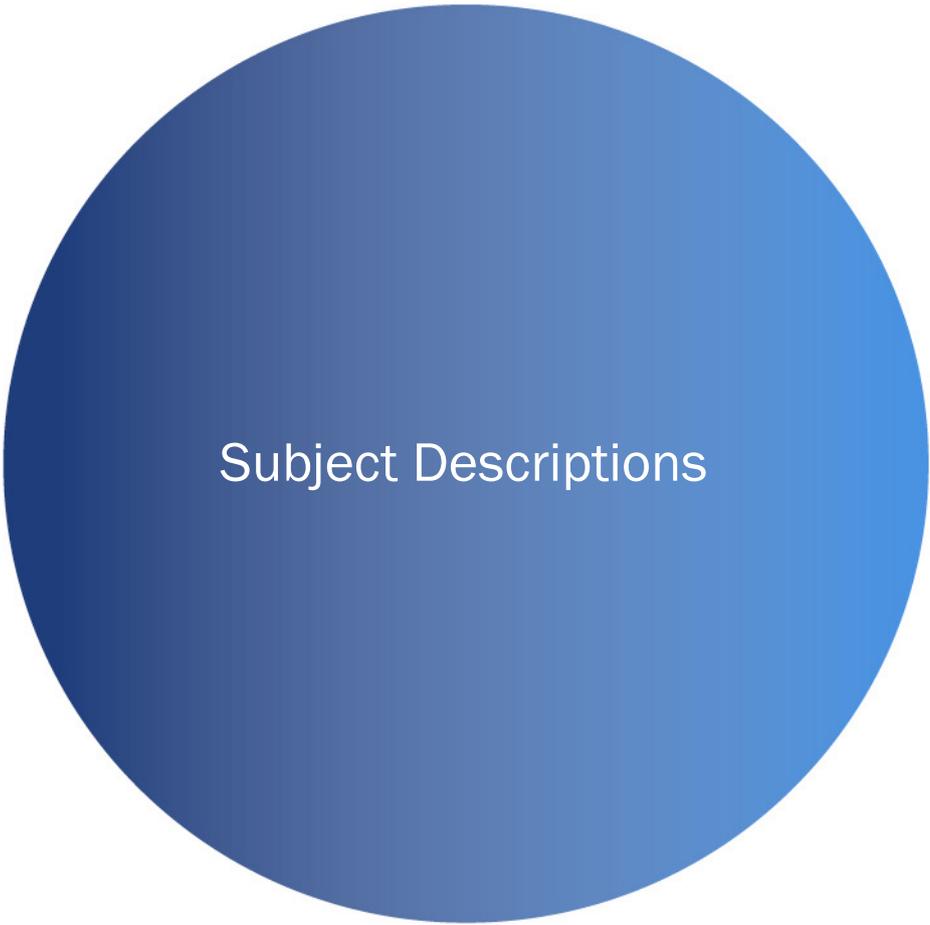
Students are able to access all resources either by visiting the Library or through the 'Library Links' Library Services website. All students are required to use their ID cards to borrow resources.

## 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

<b>Monday to Thursday</b>	8.00am – 6.00pm
<b>Friday</b>	8.00am – 5.00pm



# Subject Descriptions

## The Arts – Art

Over Year 7 and 8 each student completes a semester in each of the studio areas; Art, Ceramics, Multimedia and Textiles. Students are provided with a supportive yet challenging environment in which to work. Curiosity, exploration and enthusiasm for the Arts are promoted by closely relating Art making to Art Appreciation. At Years 7 and 8, Art is part of the core curriculum.

Overall philosophy and aims of the Years 7 and 8 Program are to:

- make all art classroom experiences exciting, challenging and rewarding for each student;
- introduce students to a range of art materials, tools, techniques and processes;
- develop in each student the personal qualities of persistence, patience and self-analysis and evaluation;
- enrich and vary the repertoire of experience and imagery of each student with emphasis on exploration, skill development and reflection;
- encourage students to appreciate and understand how artists from different eras and cultures have approached similar artistic processes and expressions;
- learn to respect and care for equipment and materials.

### Exploring and responding to artworks

Over Years 7 and 8 students develop appropriate art language to describe the use of art elements and principles, art media, skills and techniques when discussing and writing about different artworks.

In Year 7 students study the work of Aboriginal and Torres Strait Islander artists and in Year 8 students use research to identify how cultural and historical contexts influence contemporary artworks.

Art excursions at both levels give the students an opportunity to reflect on artworks for different audiences viewed at first hand.

In each studio area, students maintain a studio workbook that is a record of the creating and making of their artworks and an explanation of their decision making and evaluation of their completed artworks.

## 7 8 Years 7 & 8

### Art

Students investigate painting, drawing and printmaking techniques with emphasis on exploration, imagination and contemporary artforms. Projects encourage students to develop an aesthetic awareness and to reflect on their experiences and knowledge. Research projects encourage students to develop their art language skills and to reflect on the artworks of others.

### Ceramics

A range of hand-building and wheel throwing skills are introduced and applied to functional and non-functional works. Decorative skills include glazing and under-glaze decoration. Emphasis is placed on creative and imaginative interpretations of set projects.

Students are taught the appropriate technical language specific to ceramics, and apply this knowledge when discussing and writing about specific artworks.

### Multimedia

Students are introduced to techniques for creating computer-generated images. They learn how to use digital cameras and computer applications such as Photoshop and iMovie to generate and manipulate images. Students investigate the capabilities, limitations and versatility of the computer as a tool for creating artworks, animations or desktop publishing. They discuss a range of related images and look at how artists use art elements and principles to help communicate ideas.

### Textiles

Students are introduced to a range of samples and decorative techniques to establish the basic skills of machine and hand sewing specific to the creation of textile artworks.

Emphasis is placed on design, the use of art elements and principles, and creative, imaginative interpretations of each project. Students are encouraged to work independently and collaboratively on research into a culture, an artist or contemporary textile or traditional craft technique in the design of their artwork.



## The Arts – Drama

8

### Year 8

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

In their first year of Drama at PLC, students explore a range of basic theatrical conventions and develop a practical and critical understanding of how these conventions of drama can be used to shape and structure drama that engages audiences and communicates meaning. Drama is part of the core curriculum in Year 8 and is a full year course.

Students use a variety of sources including stories from a range of contexts, personal experiences and historical and current events, taking on roles to explore real and imagined worlds. Students learn to think, move, speak and act with confidence. In Drama they learn how to be focused, innovative and resourceful, and work both independently and collaboratively. Students are asked to contribute to class discussions and ensure that their ideas are both heard and utilised when working in group situations.

Students learn to reflect critically on their own experiences and further their own aesthetic knowledge and preferences as well as becoming informed audience members by observing, enjoying, reflecting on, appreciating and evaluating their own and others' work.

Students link their learning in Drama to their skills in English through working on the Drama Festival task. Classes work to devise, script, rehearse and perform original work based on a given stimulus, allowing them to work collaboratively and creatively utilising a range of problem-solving skills.

### Introduction to Drama

Students begin by working with movement and theatre games to develop a positive group dynamic. They use tableaux and other movement based theatre conventions to begin structuring performance work. Students work with the basic acting skills of movement and gesture to create performance work exploring the use of mime and freeze frames. They use voice and other vocal elements to create supporting soundscapes to their performance work.

### Characters

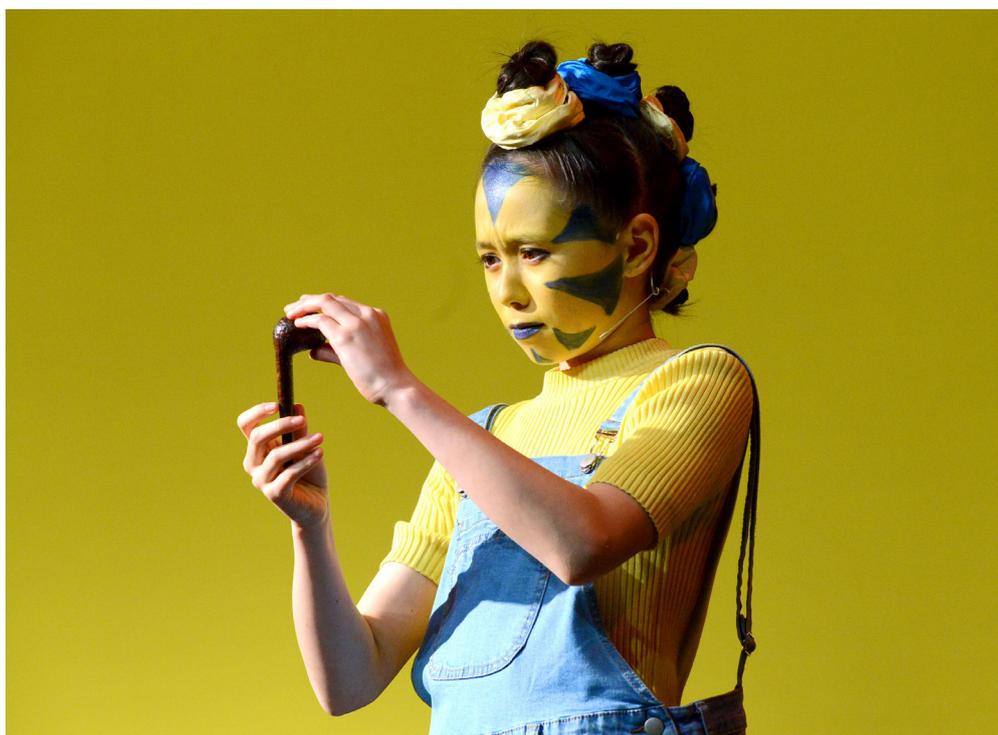
Students begin their exploration of character during Term 2, using the theme of fairy tales as a vehicle to explore different perspectives of archetypes such as the hero and antihero. Students use the acting skills of voice, movement, gesture and facial expression to create characters using their understanding of this genre, creating both original work and exploring existing scripts to do so.

### Exploring Script

In this unit for Term 3, students bring their earlier work together to create performance pieces using a range of creative stimuli. Students use both existing scripts and write their own performance work. Students interpret a range of script types, creating characters using acting and other performance skills explored in the preceding two units.

### Design

In this final unit for the year, students examine both theatre production design elements and theatrical styles of different cultures through an exploration of mask. They work with neutral masks and movement and gesture to communicate story and character. Students research the history of masks in theatre and how they are used today. Students design and create their own mask, exploring the communication of emotions and other abstract concepts through the use of theatre production design elements. They create performance work using their masks, together with acting and other performance skills developed throughout the year.



## The Arts – Music

Music in Years 7 and 8 is a core subject and is designed to benefit all students, not only those who are musically literate. Students are given the opportunity to perform, create and listen to all kinds of music, as these are the processes through which students develop an understanding of music. Theoretical concepts and knowledge are also explored.

The core course is designed to enable students to:

- develop skills in practical music and performance;
- develop skills in solo and group contexts;
- develop aural skills;
- develop skills in creating, improvising and listening actively to vocal and instrumental forms;
- develop motor skills and aural awareness, confidence in active and original expression in music and movement, folk dance and creative work;
- further their knowledge of traditional music language and notational skills in both traditional and contemporary graphic media;
- develop communicative and expressive skills to broaden enjoyment of, and receptiveness to, various music styles in both their immediate and the wider environment;
- develop skills using computer programs for aural recognition, theory and creative manipulation of sound.

7

### Year 7

#### Music Craft

Students are taught to distinguish between different pitches, meters, textures and timbres. Pitch recognition and rhythmic dictation are taught using the Music Computer Laboratory.

#### Creative, rhythmic and melodic work

Rhythmic awareness is developed with increasing complexity using speech rhymes and rounds.

Pitch awareness is developed through Orff-tuned percussion instruments and singing, using both improvised and composed material.

The class listens to many compositions from different historical periods, analysing form and structure, and developing an appreciation of works of both Western music and non-Western music.

#### Ukelele

Pitch, rhythm and harmony are further explored through learning to play simple songs in C and F major.

#### Graphic notation

Students explore the process of using alternative graphic notation and compose pieces using percussion instruments.

#### Integrated curriculum

Where possible the music curriculum supports multi-disciplinary activity, joining with other departments to demonstrate the inclusive nature of music and society.

#### Instrumental tuition

Students are encouraged to learn an instrument and take part in the ensemble program. The classroom program provides opportunities for students to demonstrate their skill as soloists and as part of class ensembles.

8

### Year 8

#### Music Craft

Skills studied in Year 7 are extended whereby students can undertake both melodic and rhythmic dictation. The concept of major/minor scales and intervals is also developed.

#### Music appreciation

Students continue to listen to a variety of music styles, including examples from both Western and non-Western cultures, developing their skills of analysis in relation to form, texture and instrumentation. These styles include a study of Program Music, Film Music, and the Broadway musical. The history of Jazz is studied from its roots in Africa to the present day.

Where appropriate a focus on women, and in particular with regard to Old Collegians, is given.

#### Creative / Composition

Students undertake activities exploring short projects on the creation of melodic and rhythmic compositions. This includes the composing of a song in 12 bar blues style.

#### Integrated curriculum

The Music School works in collaboration with other subjects such as the English Department to present the Year 8 Drama Festival in Term 2.

#### Instrumental tuition

Students are encouraged to learn an instrument and take part in the ensemble program. The classroom program provides opportunities for students to demonstrate their skill as soloists and as part of class ensembles.



## 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 intellectual understanding and knowledge.

7

### Year 7

The Year 7 course introduces the students to the Bible and consider stories in the Old Testament, focusing on relationships and how God conveys his message. The study then moves to investigate the life and teachings of Jesus, people and events described in the New Testament, and the lifestyle and values of the time. The course looks at the impact Jesus had on people and explores the relevance of Jesus' teachings in the 21<sup>st</sup> century.

#### Objectives

This course enables students to:

- develop an awareness of the Bible as a 'library of books';
- identify relationship choices and decisions made by people in the Old Testament;
- consider Jesus as a source of hope and of new life;
- reflect on the relevance of Jesus' teachings;
- model their own values and attitudes on those of Jesus;
- share with others their own beliefs, hopes and ideals in an atmosphere of mutual respect and tolerance;
- feel free to make a faith response.

8

### Year 8

The Year 8 course relates very closely to students' personal development and explores the links between values, actions and consequences. This leads to a study of significant individuals in the early Christian church and the history and growth of the church through the centuries. The course then focuses on investigating the life and work of Christian churches in Australia today, which includes a church visit by each student and the exploration of church websites.

#### Objectives

This course aims to:

- further develop the objectives of the Year 7 course;
- demonstrate that the Bible is about real people;
- identify the beliefs and practices which are common to all denominations of the Christian Church;
- help students understand differences in beliefs and practices between the denominations, and the various groups within a denomination;
- increase students' understanding of the work, life and involvement of churches in today's society;
- enable students to use Information Technology as a tool and resource for the development of their knowledge of the Bible and Christian Church.



## Digital Technologies

A toolkit of computer skills and eLearning experiences is developed by each student over two years in this course. It provides sound technical skills, particularly in cloud-based applications, Office applications, multimedia, web publishing and web information. Tasks are planned to support individual learning and each task provides activities that encourage creativity, innovation, interest and collaboration. Developing work strategies such as problem-solving, planning, drafting and debugging are important aspects of the learning approach. Students are introduced to the principles of computer science and use computational thinking and information systems to define, design and implement digital solutions.

Students in Years 7 and 8 use iPads, laptops and desktops to learn to use the most commonly used programs in the College with confidence and skill, and learn to select the most appropriate program for a particular task. In Year 8 skill development is continued to provide students with more advanced software features and opportunities to develop learning. Skills developed in Year 7 are reinforced. New students are provided with assistance to ensure they work at levels comparable to their peers. All skills are linked to learning outcomes and are applied purposefully across subjects.



7

### Year 7

The Year 7 course is designed to enable students to:

- access the school's LMS – Wyse and Google Classroom, student webmail and cloud-based storage;
- develop skills in webpage construction and multimedia authoring to construct an individual, online, private digital portfolio;
- develop appropriate use of computers, including digital citizenship and cyber safety;
- develop software skills, including file management and security, graphic drawing, desktop publishing, web multimedia, Internet research and Web 2.0 software;
- develop information processing skills, including information selection, layout and presentation and problem-solving approaches;
- manage online Google services;
- investigate digital systems and binary representation of data;
- develop computational thinking and programming skills using general purpose programming languages;
- plan and manage digital animation projects to create interactive information.

8

### Year 8

The Year 8 course is designed to enable students to:

- access the school's LMS – Wyse and Google Classroom, student webmail and cloud-based storage;
- develop skills in webpage construction and multimedia authoring to construct an individual, online, private digital portfolio;
- develop appropriate use of computers, including digital citizenship and cyber safety;
- develop software skills, including file management and security, graphic drawing, desktop publishing, web multimedia, Internet research and Web 2.0 software;
- develop information processing skills, including information selection, layout and presentation and problem-solving approaches;
- manage online Google services;
- investigate how data is transmitted and secured in networks;
- define and decompose real-world problems;
- design and evaluate digital solutions;
- develop computational thinking and programming skills using general purpose programming languages and embedded systems.

## 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 and discussions, and are beginning to create literary analyses and transformations of texts.

7

### Year 7

The course title for Year 7 English is *New Adventures, New Beginnings*, reflecting a focus on the students' experience of beginning secondary school.

The English curriculum aims to develop the reading and viewing, writing, and speaking and listening abilities of the student. A range of texts is used in English, including literature, informative and media texts, and the personal experiences of the student. Texts from various traditions, including Aboriginal and Torres Strait Islander peoples and Asian cultures, are used. Oral presentation and class discussion provide opportunities for students to exchange ideas and to use these in their written responses. Knowledge about language is developed through the use of a skills workbook, and through the reading and writing of a variety of text types.

Unit topics include: *Surviving New Challenges*, *Artful Arguments*, *The Magic of Film*, *Literature and Experience*, *Advertising as Persuasion*, and *Shared Stories*.

8

### Year 8

The course title for Year 8 English is *Pursuing Connections*, reflecting a focus on fostering the students' ability to express creativity and think critically through the skills of reading and viewing, writing, and speaking and listening.

A range of texts is used in English, including literature, informative and media texts, and the personal experiences of the student. Texts from various traditions, including Aboriginal and Torres Strait Islander peoples and Asian cultures, are used. Oral presentation and class discussion provide opportunities for students to exchange ideas and to use these in their written responses. Knowledge about language is developed through the use of a skills workbook, and through the reading and writing of a variety of text types.

Unit topics include: *Fairytale Archetypes*, *Responding to Adversity*, *The Role of Culture*, *Poetry as Social Comment*, *The Role of the Media*, *Challenging Ideas*, and *Exploring Ideas through Performance*

## Humanities – Geography

Central to the study of Geography is the growing awareness that the distribution of various features over the Earth's surface are not random but the result of natural and human factors. Geography seeks firstly to gain relevant information and describe a distribution, and then to analyse and understand reasons for it. Maps are an essential component in recording patterns across space and in helping to provide explanations.

Strange and interesting places hold a fascination for all, and throughout Years 7 to 10 it is intended that students gain a broad understanding of different places, peoples and cultures. Attitudes of respect, tolerance and understanding are valued and fostered. Knowledge of Australia's place in the world, and especially within the Asian region, is developed.

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

**The Geography curriculum aims to ensure that students develop:**

- a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world;
- a deep geographical knowledge of their own locality, Australia, the Asian region and the world;
- the ability to think geographically, using geographical concepts;
- the capacity to be competent, critical and creative users of geographical methods and skills;
- the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

7

### Year 7

#### Mapping our World

Students learn how to read and interpret maps and present them according to convention. They investigate the geographic characteristics of PLC and its location in a national context. Students name and locate Australian states, territories, capital cities and significant bodies of water.

#### Water in the world

Students learn to appreciate and understand that places differ due to natural characteristics and human activity. Students recognise the importance of water in influencing where people live and how they live. They develop skills in presenting data and working collaboratively when investigating river environments.

#### Liveable places

Students investigate what makes a place liveable and explore the distribution of rainfall throughout Australia, constructing climate graphs to show examples. Students investigate changes to Melbourne's population and liveability over time, together with indigenous connections to place. Skills of data gathering and interpretation are developed through fieldwork at the Melbourne Museum and the Queen Victoria Market.

#### New Horizons project

Through the New Horizons project students examine the importance of natural features in influencing the distribution of settlements. They investigate elevation and climates, showing findings in maps and graphs.

They then complete research into another region of the world to make comparisons of liveability. The New Horizons project explores factors that influenced where people live through a comparison of Australia with another country.

8

### Year 8

#### Landforms and landscapes

Students investigate different types of landscapes and their distinctive landform features through a study of coasts and mountain landscapes. Fieldwork in the Dandenong Ranges involves highlighting the spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and examine ways of protecting significant landscapes.

The geomorphic processes that produce landforms are investigated through a study of coasts and mountain landscapes. Human causes of landscape degradation, the effects on landscape quality and the implications for places are highlighted. Hazards in landforms are indicated through research.

#### Changing Nations

Students investigate the causes and consequences of urban concentration and urban settlement patterns in Australia and the United States of America. They examine reasons for these similarities and differences, reasons for and effects of international migration to Australia, and the reasons for and effects of internal migration in Australia and China are also studied. Challenges of managing and planning Australia's urban future are investigated.



## Humanities – History

The History curriculum from Years 7 to 10 is designed to develop historical skills and give students the opportunity to gain knowledge and understanding of a wide range of eras and cultures. Students are exposed to both thematic and chronological histories, including the history of the College, Australian history and world history. The teaching of History is active and interactive, and the methodology includes a range of techniques and strategies to enrich students' experiences. Historical study at Years 7 to 10 encourages the students to think and reflect on the past and build a basis of historical skills and understanding that will equip them with the competencies they need to understand the past in order to solve the problems of the future.

The study of History is designed to develop the student's historical skills and understanding of historical content; with emphasis on a variety of tasks that develop their critical thinking, problem solving and historical writing. At all year levels, students are assessed on:

- their understanding of key historical content and concepts;
- their ability to work with evidence which involves research skills, analysis, synthesis and empathy;
- their ability to analyse causes and effect;
- their skills of interpreting sources and judging significance;
- their understanding of change and continuity to inform their future.

7

### Year 7

#### The Historical Toolbox: 'What is History?'

The focus of this study is on creating a firm foundation of key understandings in the discipline of History. Students develop their understanding of chronology; the basic skills of differentiation between, and using source as evidence and broadening their understanding of change and continuity as a crucial element of historical exploration.

#### Change & Continuity: Ancient Australia and Ancient Civilisations

This study focuses on helping students to understand cultural similarities and differences as well as changes over time. Students are challenged to think critically, suggest solutions, reflect and be creative through the exploration of each different civilisation. Students explore Ancient Australian history and carry out an investigation into aboriginal culture. Students build on this understanding of Australia by comparing and contrasting their findings with a series of ancient civilisations including Mesopotamia, China, Greece and Rome.

#### Sources as Evidence: PLC History

A study of the history of the school through evidence from a range of sources including primary (old school magazines dating from 1875 and artefacts), secondary (the two official school histories), and visual (observation and portraits).

8

### Year 8

#### Cause & Effect: Medieval Europe and the Black Death (c.590 – 1500)

The focus of the unit is developing the students understanding of using sources as evidence and analysing cause and effect. Students explore the clash and confrontation of Medieval England; the socio-economic composition of Medieval society; the impact of disease and role of medicine in the same era; and the geo-political position of Europe as the Medieval period concludes.

#### Historical Significance: Shogunate Japan (c. 794 – 1867)

This unit focuses on the students' ability to judge and explain significance; it also challenges students to compare, contrast and draw connections. Students carry out a depth study into the political, social, economic and cultural conditions of Japan from the shogunate period to the 19<sup>th</sup> century clashes with European imperialism.

#### Change & Continuity: Renaissance Italy (c.1400 – 1600) and Spanish Exploration (1492-1572)

The focus of this unit is to develop students' higher level thinking in terms of change and continuity; by challenging the students to think more deeply about why things change or stay the same. Students study changing roles and relationships in Renaissance Italy, particularly Florence, and research the role and achievements of significant individuals. They then compare this with the importance of Spanish exploration in changing the world in the same period.

# Languages other than English (LOTE)

## Structure of the program

This section outlines the overall structure of the Languages other than English (LOTE) program in Years 7 to 10 at the College. Specific details about the languages offered at each year level are included in the relevant year level section. At PLC, all students are expected to study two languages in Years 7 and 8 and at least one language until the end of Year 10.

The College offers six languages: Chinese, French, German, Indonesian, Japanese and Latin.

At Year 7, French will be either at the beginner level or at continuing level for students who have studied French in the PLC Junior School or at another primary school. These languages are offered at a beginning level in 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 program.

The diagram below indicates pathways and entry points for the six languages.

Two languages are studied in Years 7 and 8, so that students have the opportunity to experience a breadth of language understanding and culture, before deciding which language will suit them better for study in Years 9 and 10.

Students who are studying French in Year 8 can, if they wish, choose French as an elective in Year 9 and continue to study their other language in the core language program. Please note that elective French will proceed only if there are sufficient enrolments. Please also note that there may be timetabling constraints which could affect the possibility of studying two LOTEs in Years 11 and 12.

It is important that careful consideration be given to choices as every language offers something unique in its linguistic and cultural foundations.

It is recommended that students:

- select languages from different language families, for example one Asian language (Chinese, Indonesian or Japanese) with one non-Asian language (French, German or Latin). By doing so, girls not only gain greater insight into different cultures and different language structures, but they also give themselves a broader base for future language learning;
- think carefully before selecting two character-based languages, that is, Chinese and Japanese. Although similarities exist between Japanese and Chinese characters, these similarities are insufficient for the learning of one to enhance the learning of the other.

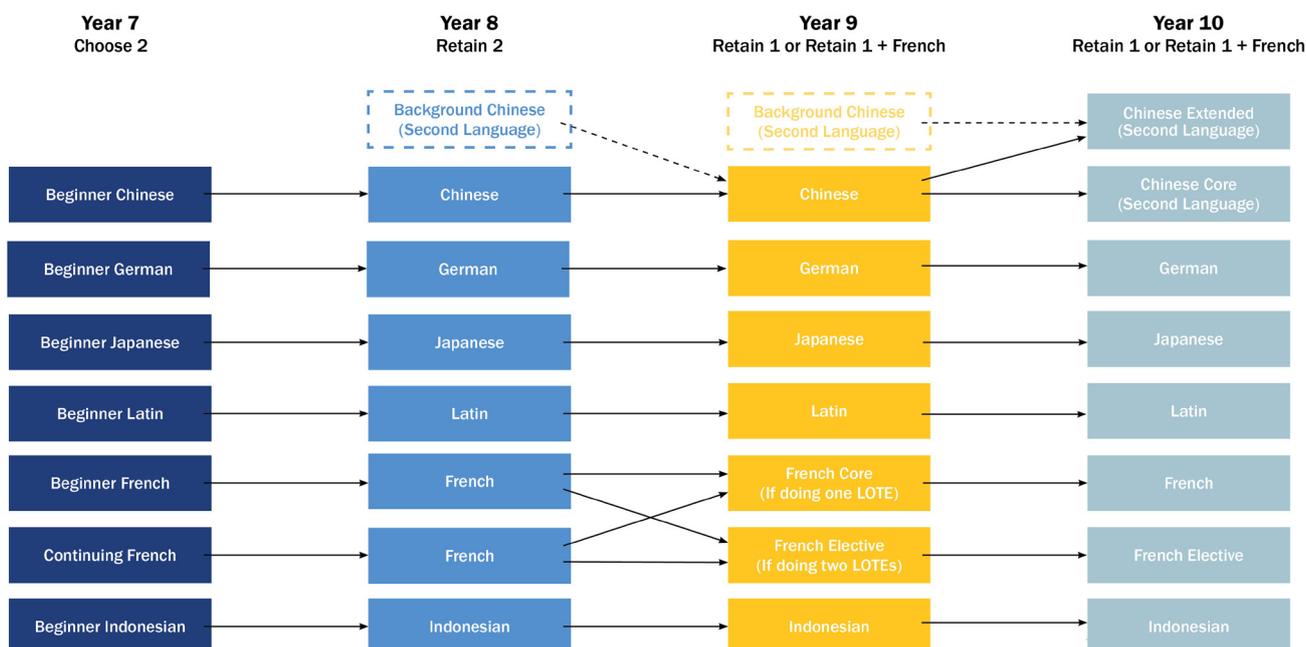
Students who arrive new to the College in Year 8 may not have sufficient background knowledge in two LOTEs. If this is the case, the Years 7–10 Learning Coordinator will discuss available options with the student.

At Years 9 and 10, all girls are required to study one core language. Since it is not possible to offer all combinations of languages, the following chart of Year 9 language offerings needs to be taken into consideration when making language choices in Year 7.

## Overall philosophy and aims for language learning

From Years 7 to 10, the study of languages other than English will enable students to:

- develop their ability to read and listen and to 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.



## 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.

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

## Languages other than English (LOTE) – Chinese

The Chinese course offered in Years 7 and 8 is for beginners. If Chinese is spoken at home or studied outside of school, two other LOTE options should be chosen.

7

### Year 7

#### Topics

- greetings, formal and informal
- introducing self
- geography of China
- my family
- animals
- counting 1-99
- age
- school life
- in the classroom
- time
- date
- birthdays
- daily routine
- weather
- answering the phone
- home and neighbourhood
- pets

#### Linguistic elements

- pronouns: personal interrogative
- verb modifiers
- measuring words
- numerical expressions
- plural nouns
- stative verbs
- noun modifiers
- conjunctions

8

### Year 8

#### Topics

- hobbies
- describing what you can do
- organising an activity
- telephone
- clothes
- colour
- parts of the body
- appearance
- school life
- classroom
- indicating where someone or something is
- famous people
- legends and fables
- travel plans and accommodation
- counting from 100 to 9999

#### Linguistic elements

- adverbs
- nouns related to hobbies
- forming questions with 'or'
- word order
- past tense
- present perfect tense
- measuring words
- prepositions: in, on, at, above, under, near, left, right, in the middle, in front of, behind

## Languages other than English (LOTE) – French

7

### Year 7

#### Topics

- introducing oneself
- introducing someone else
- greetings
- understanding class instructions
- numbers (0-31)
- alphabet
- expressing one's likes and dislikes
- talking about animals
- festivals and public holidays

#### Linguistic Elements

- verbs être and avoir
- present tense
- articles
- subject pronouns
- plural nouns

8

### Year 8

#### Topics

- clothing
- housing
- hobbies
- daily routine/weather
- festivals/holidays
- shops/city
- transport - asking for directions
- time – school subjects
- school

#### Linguistic elements

- nouns, adjectives (regular and irregular)
- asking questions
- present tense
- passé composé with avoir and être
- reflexive verbs
- letter writing conventions
- direct pronouns
- expressing likes and dislikes
- near future tense
- imperative
- demonstrative adjectives

## Languages other than English (LOTE) – German

7

### Year 7

#### Topics

- family
- nationalities
- numbers
- days of the week, months, seasons
- colours
- hobbies/interests
- school subjects/routine
- in the classroom
- describing personalities
- birthdays
- clothes
- alphabet

#### Linguistic Elements

- verbs: present tense
- word order
- forming questions
- forming negatives
- pronouns
- cases: subject, object
- prepositions, adjectives
- letter writing conventions

8

### Year 8

#### Topics

- describing appearance
- fashion, clothes
- food, buying food
- quantities
- eating and drinking
- celebrating a birthday/holidays
- time, 24-hour clock, dates
- hobbies/interests
- sport
- invitations
- my city
- pets
- likes/dislikes
- celebrating German festivals, including Christmas
- describing the weather

#### Linguistic Elements

- time expressions
- word order
- present tense
- cases: nominative, accusative
- pronouns, possessive pronouns
- modal verbs
- co-ordinating conjunctions
- irregular verbs
- separable verbs
- simple past tense
- conjunctions: weil, dass

## Languages other than English (LOTE) – Indonesian

7

### Year 7

#### Topics

- describing themselves, family and friends
- days of the week, months, date
- school routines and subjects
- asking and telling the time
- daily activities and leisure
- pets
- nationalities
- numbers
- transport
- offering, accepting and thanking
- colours

#### Linguistic elements

- positive and negative statements
- different types of questions
- adjectives
- personal and possessive pronouns
- the position of qualifiers, word order
- imperative
- the use of 'ada', 'adalah' and 'sedang'
- prepositions of place
- comparisons of adjectives
- classifiers
- present, past and future tenses

8

### Year 8

#### Topics

- shopping at the market: bargaining techniques, describing quality, money
- indicating wants and needs
- fruit and food
- the weather
- Indonesian wildlife
- entertainment: invitations, expressing interest, leisure time activities
- sightseeing in the city: directions, finding your way

#### Linguistic elements

- group classifiers
- comparisons: differences and similarities
- adverbs: 'mau' and 'ingin'
- prepositions
- location
- pronouns: 'kami' and 'kita'
- adverbs and adjectives: amat, sangat, sekali
- preposition: sampai
- adverb, adjective: 'hanya' and 'saja'

## Languages other than English (LOTE) – Japanese

7

### Year 7

#### Topics

- introduction to writing system
- greetings and set expressions
- telephone numbers
- age
- likes and dislikes
- family
- exchanging personal information
- nationality, country of origin
- describing neighbourhood
- ordering meals
- culture projects

#### Linguistic elements

- read and write hiragana script
- word order
- forming negatives
- possessive
- forming questions
- kanji script (27 characters)
- counters – people
- eliciting agreement
- express preferences
- particle use: basic
- describing people
- describing places
- counting 1-900

8

### Year 8

#### Topics

- dates
- months
- weekly, daily activities and routines
- school life
- hobbies and interests
- transport
- school lunch project
- sports
- holidays and events
- making a plan
- hobbies

#### Linguistic elements

- read and write 21 kanji characters
- adjectives – past and negative forms
- particle use – in, at, to, with
- positive and negative statements
- verbs present, past and negative
- expressing opinions
- connectives
- frequency
- inviting people
- negotiation
- interview
- particle: from, to, with, at, for
- before/after

## Languages other than English (LOTE) – 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 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 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.

7

### Year 7

#### Stages 1-12 of the Cambridge Latin Course.

The Year 7 course covers Pompeii in the first century AD and is centred on the family of Lucius Caecilius Lucundus. The Latin passages focus on the society of ancient Pompeii, culminating in the destruction of the city after the catastrophic eruption of Vesuvius in 79 AD. For language analysis Nominative, Accusative and Dative cases are studied, as well as present, imperfect and perfect tenses.

Included in the study of the cultural context are Roman dinner parties, daily life and mythology.

8

### Year 8

#### Stages 13-20 of the Cambridge Latin Course.

After the destruction of Pompeii, to show the geographical extent of the Roman Empire, Unit 2 moves to Roman Britain, then to Alexandria in Egypt. The course consolidates the work studied in Year 7, develops reading skills, and language analysis includes all noun case endings, pronouns, pluperfect tense, imperative forms and participles.

Special enrichment studies include an overview of the Roman provinces and the kings and queens of Roman Britain.

## 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.

In Years 7 and 8, students are grouped into three bands 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. **Enrichment** classes are made up of students who work quickly and independently. These students are exposed to learning activities that require considerable analysis and synthesis, and to a significant amount of extension work. **Core** classes move at a slightly slower pace to enable more individual attention by the teacher. **Support** classes are generally smaller in size to enable more individual attention 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 8, new students 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 again that the composition of these groups is flexible to allow movement, where appropriate, between bands.

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 (CAS), Units 1 and 2. When these students are in Year 11, they have the choice of broadening their curriculum by taking another Year 11 subject or doing Mathematical Methods (CAS) Units 3 and 4 and broadening their choice at Year 12. At Years 9 and 10, **enrichment classes** are also offered, and through enrichment activities enable talented students to learn at a faster pace and at greater depth than the other bands. 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 VCE General Mathematics and Further Mathematics at Years 11 and 12, respectively.

A staff member is also available at lunchtimes in the Maths Room to help students seeking assistance with mathematics.



7

## Year 7

A significant focus of study in Year 7 is Number in which students use the four operations and powers and roots with both positive and negative whole numbers, decimals and fractions. This work includes estimation skills, ordering numbers, worded problems and questions that require ordering of operations. Students learn to convert between the various types of numbers and also into percentages. Number patterns, factors and multiples are investigated. Students use calculators where appropriate.

The introduction of Sets allows students to develop an understanding of Venn diagrams, used also as a technique in thinking skills. Set notation is introduced along with the concepts of union and intersection, which link to probability in later years.

The development of location involves the linking of the Cartesian plane, directed number and linear graphs.

The introduction of Algebraic Concepts is developed through pattern recognition and prediction leading to more formal manipulative skills. Conventions associated with the four operations are developed, leading to equation solving by backtracking and more formal methods.

The study of Geometry focuses on conventions associated with measuring and classifying angles, triangles, quadrilaterals and other polygons.

In Measurement activities, there is an emphasis on development of practical knowledge of the standard metric units, using estimation and measurement skills. Particular attention is paid to the perimeter and area of planar shapes, including rectangles, triangles and parallelograms. The volume of shapes of regular cross-section is considered.

Students engage in a range of problem-solving experiences to learn concepts and to apply their mathematical knowledge in unfamiliar situations. All students participate in the Australian Mathematics Competition, and a selected group may participate in Games Day activities.

8

## Year 8

In all topics, attention is paid to revision of concepts and skills introduced in the previous year to provide a foundation for new learning.

In Algebra, the study of linear equations is extended to include situations where the variable occurs on both sides of the equal sign and fractions are used. Linear inequations are also covered. Plotting points is used to draw graphs representing linear functions. Key features such as y-intercept and gradient are emphasised and students learn to solve linear simultaneous equations graphically. Factorisation and expansion using the Distributive Law are significant aspects of the course. Use of the index laws for numerical bases with positive integral powers is extended to include algebraic bases.

Angle properties of parallel and intersecting lines are important for this level's study of Geometry. The study of three-dimensional geometry is extended.

Area of trapezia and composite shapes are covered but circles provide a major study in measurement. Surface area and volume of prisms, together with work on capacity, are important components. The relationship between time, distance and speed is developed and used.

Work involving the four operations with directed number is extended to incorporate signed fractions and decimals. Work with ratio and percentages are major components of the study of Number with significant attention paid to practical applications.

Representation of sample spaces for simple and compound events is used to facilitate probability analysis.

Statistical Analysis extends to grouped data for which frequency tables and histograms are used for representation. Standard statistical measures are used to analyse grouped data.

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 Mathematics Competition (Enrichment classes only) and the Australian Mathematics Competition. Teams also compete in a Mathematical Games Day.

## Physical Education and Health

7

### Year 7

Physical Education and Health classes in Year 7 aim to provide students with an enjoyable, challenging and balanced curriculum. The course fosters an enjoyment of physical activity and promotes positive attitudes towards an active and healthy lifestyle. The course focuses on improving students' fundamental motor skills, movement competence and confidence. Students participate in a range of ball games such as hockey, netball, basketball, cricket, tennis and softball. They explore body control and coordination in gymnastics and athletics and apply movement skills in drills and modified games in both class and House sport.

Students participate in the aquatics program throughout one semester. Emphasis is placed on improving stroke technique, swimming endurance and water skills with the aim of developing enjoyment in the aquatic environment.

Health lessons are aimed at developing students' ability to make informed decisions about their personal health and wellbeing. They discuss the physical, social and emotional changes associated with puberty, along with strategies to cope with the changing roles, responsibilities and challenges that adolescences bring. They develop an understanding of the importance of positive relationships, effective communication, respect and conflict resolutions skills. They also study how good nutrition is essential for normal growth and development and gain an understanding of the essential nutrients, food groups and food models that assist in making healthy eating choices.

8

### Year 8

Physical Education and Health classes at Year 8 offer a comprehensive and balanced curriculum aimed at improving specific sport knowledge and communication skills. The course focuses on developing student confidence, games awareness and movement skills in a range of physical activities. A key focus area at Year 8 is on the promotion of effective communication skills and the ability to apply tactical and strategic outcomes to a variety of invasion games. They continue to refine and develop their motor skills and movement responses and have the opportunity to apply them to the changing demands of different games and sports. Participation in a dance unit encourages them to work collaboratively with their peers to compose and perform a creative dance composition. Body control and coordination are further enhanced during the Gymnastics unit.

Students participate in an aquatics program throughout one semester where emphasis is placed on further refining stroke technique and swimming endurance. They critically analyse their own technique and implement feedback to improve their performance and further develop water skills through activities such as water polo, water safety, diving and synchronized swimming.

Health lessons focus on how positive actions and lifestyle choices can enhance students' own and others' health, safety and wellbeing. They explore the nature of relationships in their lives and identify characteristics of healthy and unhealthy relationships, developing an understanding of the effect of power imbalance.

Students will examine a range of help seeking strategies that aim to build and manage healthy and respectful relationships. Students will investigate the damaging impacts of both smoking and alcohol on their body. They will gain an understanding of the short- and long-term effects that smoking and alcohol can have on themselves and others.

# Science

All students study General Science in Years 7 to 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 co-operatively 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.

7

## Year 7

In Year 7, the focus is on Science Skills. Students become familiar with the use of scientific equipment and learn to work safely in a laboratory.

### Let's Do Science!

Students are introduced to a range of scientific equipment and are taught how to use them safely. The concept of designing a controlled experiment is introduced.

### All Mixed Up!

Students are introduced to a number of separation techniques. They use this knowledge to design a procedure to separate a mystery mixture into its pure components.

### All Sorted!

Students are introduced to biological classification systems. They consider the reasons for classifying life on Earth and learn to use a dichotomous key.

### Pushing and Pulling!

Students are introduced to different kinds of forces including gravity. They will explore the effects of applying different forces to familiar objects and investigate how simple machines work.

### How Life Begins!

Students develop an understanding of the structure and functioning of the male and female reproductive systems, investigate how their bodies change through puberty and follow the development of a human life from conception through to birth.

### Webs of Life

Students investigate components of an ecosystem and construct their own mini-ecosystems. They explore the interactions and relationships within an ecosystem.

### Earth in Space

Students explore the structure of the solar system and investigate natural phenomena including the seasons, lunar and solar eclipses and phases of the moon.

8

## Year 8

In Year 8 the focus is on the Methods of Science. Students have the opportunity to design their own experiments and undertake one major experimental research project.

### Eureka!

Students will be introduced to the idea that science is not just a body of knowledge but also a process of gathering evidence and information about the world through designing and carrying out experimental investigations.

### What We Cannot See!

Students use the microscope, prepare slides and learn to draw accurate diagrams of observed specimens. They investigate the features of living things, compare plant and animal cells and develop an appreciation of the microscopic world.

### What's the Matter?

The behaviour of the world around them is explained in terms of particles. The arrangement of particles in solids, liquids and gases and the behaviour of particles as materials freeze, melt, condense and evaporate, are explored.

### Chemistry in the Home

The properties of acids and bases and their use in the home will be explored. Students will use acid/base indicators to test for acids and bases. Students also investigate a range of chemical reactions and learn to write word equations.

### Rocky Stories

In their exploration of minerals and rocks students are asked to reflect on the structure and form of all matter. They will make and grow crystals in the laboratory.

### Blood and Guts!

Students analyse the relationship between structure and function at cell, organ and body system levels through their study of the circulatory and digestive systems.

### Sound Light Action!

Students carry out practical activities that enable them to use the wave model to explain the properties of sound and light.





**Presbyterian Ladies' College**

ABN 16 005 650 386

CRICOS No. 00334M

141 Burwood Highway Burwood VIC 3125 Australia

**Telephone:** +61 3 9808 5811

**Email:** [dpcurriculum@plc.vic.edu.au](mailto:dpcurriculum@plc.vic.edu.au)

**Website:** [www.plc.vic.edu.au](http://www.plc.vic.edu.au)