



*Presbyterian Ladies' College*

MELBOURNE

# PLC Guide to Courses 2019

*Years 7 and 8*

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## College Mission

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

There is a commitment that our programs and teaching support and promote the principles and practice of:

- elected government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association;
- the values of openness and tolerance.

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## Introduction

The purpose of this guide is to provide an outline of the Years 7 and 8 program at Presbyterian Ladies' College.

The learning environment at Presbyterian Ladies' College is exciting, challenging and 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 toward others.

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

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

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

**Mrs Dawn Clements**

*Principal*

**Mrs Anne-Marie Williams**

*Deputy Principal (Students)*

**Mr Geoff Roberts-Thomson**

*Deputy Principal (Staff and Administration)*

**Ms Josephine Foxcroft**

*Director of Curriculum and Learning*

In the course of the year, these people come to know the students in their care very well. The College Counsellors, qualified psychologists, are also an integral part of the pastoral care program. They work with students, staff and parents as the need arises and contribute to the development of the special personal and social development programs offered at each year level.

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## 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 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 that respect individual freedom and celebrate languages and cultures within a socially cohesive framework of shared values;
- being confident communicators in order to contribute across a range of situations;
- having the confidence to contribute 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

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The core curriculum in Years 7 - 10 provides depth and breadth in the key learning areas, aims to challenge and enthuse, and to maximise the potential of each student. The elective program in Years 9 and 10 allows for wide subject choice so that students can explore subjects in depth or embark on a new path of learning. Students are encouraged to be creative and flexible, independent learners and problem solvers - qualities essential for the challenges of modern life.

The academic program in these years is also designed to provide students with an academic grounding so that they may confidently choose either the Victorian Certificate of Education or the International Baccalaureate Diploma in their final years of schooling. Many PLC students take acceleration options available within the VCE and the opportunity to take a University subject in Year 12 where appropriate.

### Years 7 and 8

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.

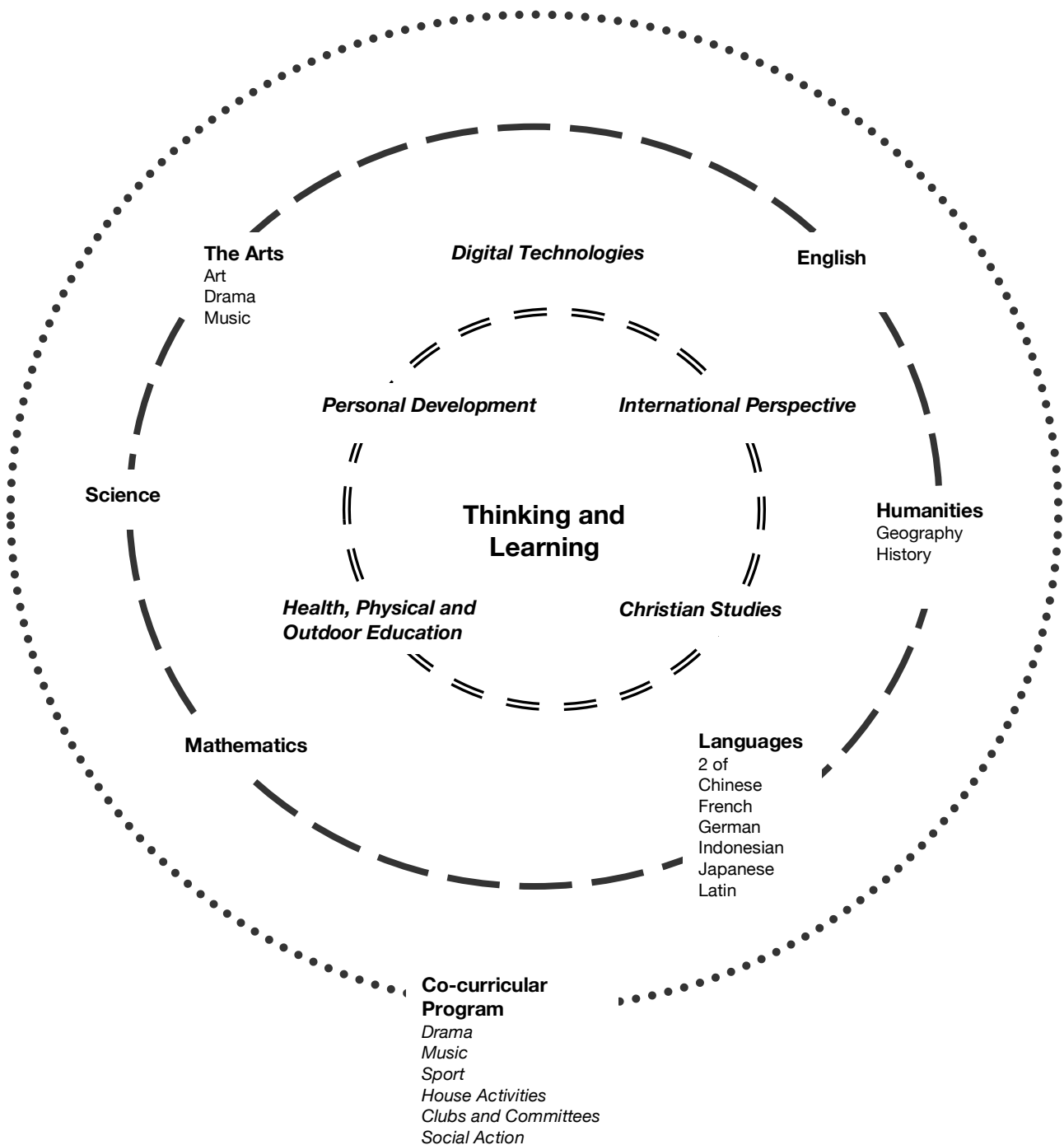
***Fundamental aims of our curriculum are to promote excellence in learning, to engender in students a love of learning and the desire and ability to be complex thinkers and self-directed learners.***

#### **A complex thinker is**

- articulate
- creative
- analytical
- problem-solving
- metacognitive

#### **A self-directed learner**

- sets goals
- is inquisitive
- is persistent
- is a decision-maker
- is reflective and evaluative



The Years 7 and 8 curriculum can be shown diagrammatically. The students' intellectual, social and emotional development is central to the curriculum. All students study the Arts (Music and Art), English, Humanities (History and Geography are taught as separate subject areas), Languages other than English (LOTE), Mathematics and Science. ICT is integrated across the curriculum. The curriculum is responsive to the pace of technological change, global issues, the changing nature of social conditions, interdependent global economies and cultural diversity, and is based on contemporary classroom pedagogy and educational research.

# The Learning Environment

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## Digital Learning

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

Students are provided with the hardware they need while at school through: specialist IT laboratories, general use IT laboratories, classroom laptop sets, iPad sets and computers in open areas. Our students become adept users of 'cloud' computing, accessing their files through mobile devices, as well as desktop and laptop computers. Students in Years 10, 11 and 12 can bring any device which is supported by accessing our network.

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

The College provides high-quality computer hardware and software for all students and constantly upgrades its computing resources. In addition to the access described above, students have access to printers, scanners, digital cameras and high-speed internet connection. Students enter into a Responsible Use Agreement to access the tools and network provided by the College, which includes expectations around positive digital citizenship, and the understanding that the College network is continually monitored.

## Digital Technologies in Years 7 and 8

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.

### Year 7 Course Outline

- ability to access the school's LMS – Wyse and Google Classroom, student webmail and cloud-based storage;
- web page construction, scanning, digital photography and multimedia authoring to construct an individual, online, private digital portfolio;
- appropriate use of computers, including digital citizenship and cyber safety;
- development of software skills, including file management and security, graphic drawing, word processing, desktop publishing, web multimedia, spatial presentation, Internet research, peripherals, animation and Web 2.0 software;
- development of information processing skills, including information selection, layout and presentation, file management and problem-solving approaches;
- development of computational thinking and programming skills using general purpose programming languages;
- management of online Google services.

### Year 8 Course Outline

- web page construction, multimedia authoring, web animation to construct and manage an individual online private digital portfolio;
- appropriate use of computers, including digital citizenship and cyber safety;
- in conjunction with the subject departments, development of software skills, graphic drawing, word processing, desktop publishing, animation, web multimedia, spatial presentation, Internet research, peripherals and Web 2.0 software;
- development of information processing skills, including information selection, layout and presentation, file management and problem-solving approaches;
- management of online Google services;
- development of computational thinking and programming skills using general purpose programming languages and Robotics.



## Personal Development

### Rationale

During the middle years of their schooling, young adolescents need to

- adjust to many 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 their own sense of identity;
- have opportunities for establishing and maintaining friendships;
- explore leadership challenges;
- achieve personal success and fulfilment.

A coherent, well-developed personal development and wellbeing 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 and aware cyber citizens.

### Transition Program

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.

### 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.

# The Learning Environment

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## Outdoor Education

### Overview

In Years 7 to 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 time restraints. 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, foster communication skills and a caring attitude to others;
- gain a greater understanding of leadership;
- experience various natural environments and appreciate their use and care;
- develop skills and interests that promote purposeful use of leisure time in the future.

### Year 7

During Term 1 all Year 7 students take part in a five day camp, held at Camp Jungai, near Eildon. Activities are designed around challenge and co-operation, and include bushwalking, overnight camping and exploration in the Cathedral Ranges, rafting on the Goulburn River, 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.

### Year 8

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.

### Caring for Individual Student Needs

The College seeks to encourage and nurture individual potential by developing in each girl a love of learning and an enthusiasm for study. The Department of Individual Differences assists in the identification of the learning needs of students and makes this knowledge available to subject 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 such as the da Vinci Decathlon.

### 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, recommended by subject teachers or pastoral care staff. Support may also follow parent requests for assistance.

#### Programs

- Learning Support classes 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 and a variety of opportunities for academically gifted students are offered throughout PLC. These programs provide a range of learning experiences which give students the opportunity to explore their interests and enhance their exceptional talents beyond the curriculum, in a challenging, collaborative environment.

#### Programs

Years 7 and 8 offer highly able students a range of available Extension opportunities such as: the da Vinci Decathlon, Junior Gifted Philosophy Conference, Victorian Philosothon, Mathematical Problem Solving Seminars, Music Composition Seminars, Computational Thinking, Junior UN Debating and a variety of Gifted Cluster workshops and seminars.

- **Big Ideas – Year 7 Philosophy / Community of Enquiry**

These seminars introduce invited students to the fun and challenge of doing philosophy. They learn about the lives of famous philosophers and their views, are involved in discussion and debate, and examine moral and ethical dilemmas. They are encouraged to be responsible thinkers and to defend their own points of view through clear reasoning.

- **Big Ideas – Year 8 Knowledge and Culture / Community of Enquiry**

These seminars allow invited students to explore different aspects and theories of intelligence, such as IQ, emotional intelligence and successful intelligence. Students also investigate links between the individual and society and issues of cultural identity in the rapidly changing Knowledge Era. These topics and issues enhance the students' understanding of themselves as learners with the capacity to make a difference, both personally and in a broader cultural context.

- **Extension Workshops**

A variety of workshops in areas such as Debating, Mathematics, the Arts and Interdisciplinary studies are offered from year to year, as available.

### 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

- An Overseas Students' Orientation Program is offered at the beginning of each year, for girls arriving new to the country and the school.
- English as an Additional Language courses of study are available to 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.

## General Information

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### Assessment and Reporting

Assessment in all subjects is based on achievement on specified criteria related to the objectives of each subject. Achievement is measured in a variety of ways - projects, tests, oral reports, essays, problem-solving exercises, extended research, practical tasks, preparation of folios, etc. Formal examinations are introduced at Year 10.

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

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

### Awards

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

### Co-Curricular Program

#### The House System

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

There are many House activities: Athletics, Swimming, Cross Country, House Concerts and 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 elect an Intermediate Captain from Year 10 students in each House and a Junior Captain from Year 8.

#### Sport

The sport and physical education program at the College aims to develop personal fitness and provide opportunities for all girls to participate in a range of enjoyable physical activities. Students learn to set personal goals and to be well organised. In addition to their compulsory Physical Education classes, all students participate in inter-house and are encouraged to participate in inter-school sport. 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:

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

#### Music

Music is a part of the core curriculum for Years 7 and 8 students. Girls may also choose the elective music classes in Years 9 and 10, and the music courses of the Victorian Certificate of Education and the International Baccalaureate Diploma. In addition, girls may learn an instrument from a professional team of music teachers. All orchestral and band instruments, as well as piano, organ, harpsichord and voice, are 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 in the Music School are required to join at least one ensemble. A full 80 piece symphony orchestra and more than 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 holistic education, girls explore and develop their talents and interests in a wide diversity of activities, clubs and committees that include:

- Art Club
- Debating Teams
- Classics Club
- Japanese Anime Club
- Computer Club
- Drama Club
- Chess Club
- Environment Group
- Social Action Committee
- International Week Committee
- 'Jindi Worabak' Reconciliation Group
- Book Club
- Christian Union
- Library / Archives Committees
- Dressmaking
- Public Speaking
- Theatrical Productions

### Fees

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

### Homework

Homework is an important requirement at PLC. Regular homework assists with the development of sound study habits, enhances and supports new work taught in class, provides opportunities to pursue areas of enquiry of particular interest, and is important for personal preparation for tests and examinations.

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

Year 7	1 hour per night (five nights a week)
Year 8	1.5 hour per night (five nights a week)

Homework is not set during term holidays.

### Library Services

PLC Library Services strives 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 of empowering our students to become independent life-long learners and true global citizens.

- 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 all 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, including print and digital, either by visiting the Library or through the Library Services website in Wyse. 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 management of Library events, by becoming members of the Library Committee. The Library Committee is led by our Library Captain and students on the Committee assist before and after school, recess and lunchtime according to the duty roster.

#### Library Opening Hours

Monday to Friday                      8.00am - 5.00pm

### Pastoral Care

All class teachers provide pastoral 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.

## General Information

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### Service

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

The values of service are expressed:

- in School Assemblies;
- through the practical operation of the Student Welfare Policy;
- in various curriculum areas such as Christian Studies and OutLook.9, and Personal Development programs;
- through regular fundraising efforts – weekly collections for a particular charity, Quad Days and 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.

### Structure of the School Day and Timetable

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

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

### 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 Year 7 and 8 Art is part of the core curriculum.

Overall philosophy and aims of the Year 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 Year 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 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.

### 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.

## Subject Descriptions

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### The Arts – Drama

#### Year 8

In their first year of Drama at PLC, students explore a range of basic dramatic elements and develop a practical and critical understanding of how the elements 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 improvisation and theatre games to develop a positive group dynamic. They use tableaux to begin structuring performance work. Students work with the basic expressive skills of movement and gesture to create performance work exploring the use of mime. They use voice and other vocal elements to create supporting soundscapes to their performance work.

#### **Characters**

Students explore the nature of archetypes and stereotypes, using the theme of fairy tales as a vehicle to create different characters. This theme also allows students to explore different perspectives of archetypes such as the witch and the hero. Students use the expressive skills of voice, movement, gesture and facial expression to create characters using their understanding of stereotypes, creating both original work and exploring existing scripts to do so.

#### **Exploring Script**

In this unit, 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 the expressive and other performance skills explored in the preceding two units.

#### **Design**

In this final unit for the year, students explore the nature of the mask. They work with the neutral mask to explore the use of 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 emotion through the use of design elements. They create performance work using their masks, together with expressive and 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.

#### 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.

#### 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 PLC 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.

## Subject Descriptions

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### Christian Studies

#### Year 7

This course begins with an introduction to the Bible, including a study of some of the stories of the Old Testament with a focus of how God conveys his message to people. It continues with a study of the life and teachings of Jesus so that students become informed about the events described in the New Testament and the people, lifestyle and values of the time. The course looks at the impact on people that Jesus had and the relevance of the teachings of Jesus for people of the 21<sup>st</sup>C is explored.

#### Objectives

This course enables students to:

- develop an awareness of the Bible as a 'library of books';
- consider Jesus as a source of hope and of new life;
- reflect on the relevance of Jesus's 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.

#### 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 of the growth of the church throughout 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 exploration of church websites.

#### Objectives

This course aims to:

- develop the objectives of the Year 7 course further;
- demonstrate that the Bible deals with 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 between different groups within the one denomination;
- increase students' understanding of the work and life of churches today and their involvement 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.

### 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.

#### 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.*

#### 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*

## Subject Descriptions

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### Health and Physical Education

#### Year 7

Physical Education classes in Year 7 aim to provide students with an enjoyable, challenging and balanced curriculum, foster an enjoyment of physical activity and promote positive attitudes towards an active and healthy lifestyle. The course focuses on developing students' understanding and skills, whilst improving their movement competence and confidence. Students are introduced to a range of specialised movements skills through participation in a variety of physical activities including ball games such as hockey, netball, basketball and soccer, striking skills such as cricket, tennis and softball, as well as athletics and gymnastics. Students explore and analyse body control and coordination, and have the opportunity to apply specialised movement skills during drills, games and modified sports both in class and organised game play during House sport.

Students participate in the aquatics program throughout one semester. In aquatics, emphasis is placed on improving stroke technique, swimming endurance and water safety with the aim of fostering enjoyment in the aquatic environment.

Students also participate in Health lessons throughout one semester. During these lessons students consider the meaning of health and its various dimensions, and examine strategies to promote health including Australia's Physical Activity and Sedentary Behaviour Guidelines. They will also investigate strategies and resources to manage the physical, social and emotional changes associated with puberty.

#### Year 8

Physical Education classes at Year 8 offer a comprehensive and balanced curriculum to expand movement competence and improve sport specific knowledge and communication skills. The course focuses on developing student confidence, games awareness and specialised 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. Students continue to refine and develop specialised movements and ball skills, and have the opportunity to apply them to different movement sequences and modified game situations.

Students participate in a dance unit where they work collaboratively with their peers to compose and perform a creative dance composition. Body control and coordination are further enhanced during the Gymnastic unit.

Students participate in the aquatics program throughout one semester. In aquatics, emphasis is placed on further refining stroke technique and swimming endurance, where students analyse their own and others' technique and implement feedback to improve the effectiveness and quality of their performance.

Students have a designated semester focusing on health to develop an understanding of basic first aid principles and demonstrating the correct application of CPR.

### 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.

#### Year 7

##### Finding my way

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.

##### Resources and places

Students appreciate and understand that places differ due to natural characteristics and human activity. They acknowledge that there are different views amongst people about what makes a place liveable. Students recognise the importance of water in influencing where people live and how they live.

##### 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 Melbourne's population and liveability over time, along 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 investigated 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.

#### 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 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.

## Subject Descriptions

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### 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. Film sources, ICT, visual sources, role-play, debates, festivals, interviews (real and imaginary) are used together with traditional literary sources. In addition, multimedia, the Internet, desktop publishing and computer simulation games are incorporated into learning activities.

Assessment in History is designed to reflect the skills and content of the courses with emphasis on a variety of assessment tasks. 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;
- communication skills - oral, written, graphic and multimedia.

#### Year 7

##### **What is History? – Introductory Activities**

- Time: Exercises using timelines;
- Observation; spotting the differences; anachronisms;
- Research Skills: Where in the World?

##### **History mysteries**

- Lake Mungo in Australia; and
- The Iceman in Europe

##### **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). A case study of the memorabilia of a student in the 1960s is also included and an archives activity furthers appreciation of life at PLC in the past.

##### **Ancient civilisations**

A multiple intelligences approach to studying an aspect of the ancient civilisations is adopted in this unit. Students study examples from Sumer, China, Greece and Rome. The work helps students to develop a sense of chronology and change over time using evidence. Creative outcomes include terracotta artefacts, models and masks, as well as imaginary postcards from the ancient Olympics.

#### Year 8

At Year 8, the importance of the 'story' of History is emphasised. By studying History in a chronological way, students gain an understanding of cause and effect, as well as change over time. A range of teaching strategies at this level encourages 'active' participation of all students with emphasis on activities such as plays, interviews with historical characters, trials, writing school reports for kings. Multimedia is also extended to include a creative group approach to an historical problem.

##### **Medieval Europe (c.590 – 1500)**

This depth study includes the way of life and significant developments.

**The Black Death** in Asia, Europe and Africa.

**Shogunate Japan** (c. 794 – 1867) Depth study

##### **Renaissance Italy (c.1400 – 1600)**

Roles and relationships in Renaissance Italy, particularly Florence. The role and achievements of significant individuals, eg. Leonardo da Vinci.

## 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 following table indicates pathways and entry points for the six languages.

Language	Year 7	Year 8	Year 9	Year 10	Years 11 and 12	
					VCE	IB
Chinese	B	C	C	C	C	C
French	B,C	C	C	C	C	C
German	B	C	C	C	C	C
Indonesian	B	C	C,B	C	C	C
Japanese	B	C	C	C	C	C
Latin	B	C	C	C	C	C

B - Beginners (indicates an entry point)

C - Continuing (indicates an ongoing pathway)

VCE - Victorian Certificate of Education

IB - International Baccalaureate

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 Director of Curriculum and Learning will discuss options available 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.

<b>Core</b>	Chinese	French	German	Indonesian	Japanese	Latin
<b>Elective</b>		French				

### 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.

## Subject Descriptions

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### Languages other than English (LOTE)

#### 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 simple information about self and personal world, ideas, opinions, experiences, thoughts and feelings; participating in planning and negotiating to carry out activities, deciding and taking action.
	<b>Informing</b>	Obtaining, processing, interpreting and conveying information about personal world 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

#### 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

### French

#### Year 7

##### Topics

- greetings
- colours
- leisure - sport, music, holidays
- family - life, description
- parts of body
- numbers 1-70
- celebrations
- nationalities
- professions
- places in city
- clothes
- days of the week, months
- animals
- festivals

##### Linguistic Elements

- verbs - regular, irregular
- present tense
- possessive adjectives
- negative adverbs
- adjectives
- questions
- articles
- tu-vous

#### 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

#### Year 8

##### Topics

- clothing
- housing
- hobbies
- food
- daily routine/weather
- festivals/holidays
- shops/city
- transport - asking for directions
- pocket money
- communication by telephone
- 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
- relative pronouns: qui, que
- expressing likes and dislikes
- near future tense
- imperative

# Subject Descriptions

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## Languages other than English (LOTE)

### German

#### 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

### Indonesian

#### 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 pronoun
- 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

#### 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

#### 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, class

#### 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

##### Year 7

###### Topics

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

###### 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

##### Year 8

###### Topics

- school life
- dates
- months
- hobbies and interests
- transport
- daily routines
- school lunch project
- sports
- body parts
- holidays
- making a plan

###### Linguistic elements

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

## Subject Descriptions

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### 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.

#### 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 Iucundus. 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.

#### 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, **extension 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.

### Pathways in Mathematics from Years 7 to Year 10

#### Year 7

Enrichment	Core	Support
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#### Year 8

Enrichment	Core	Support
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#### Year 9

Acceleration	Extension	Band 1	Band 2	Band 3
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#### Year 10

VCE Mathematical Methods (CAS) 1/2	Extension	Band 1	Band 2	Mathematics (General)
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A staff member is also available at lunchtimes in the Maths Room to help students seeking assistance with mathematics.

## Subject Descriptions

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### Mathematics

#### 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 a calculator 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.

#### 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. Geometry software is used to develop concepts and skills associated with planar shapes. 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.

## 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 will 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.

### 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.

### 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.