

PLC GUIDE TO COURSES 2021

Years 9 and 10



STRONG FOUNDATIONS – AMAZING FUTURES



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Year 9 Curriculum

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Presbyterian Ladies' College

MELBOURNE

PLC GUIDE TO COURSES 2021

Years 9 and 10



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 9 and 10 in 2021. 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 the family, community and as workforce members;
- being active and informed citizens of our democratic Australian society within an international context;
- having skills in analysis and problem-solving, the capacity to work independently and co-operatively in a group context, and the ability to become adaptable, innovative, confident and technologically literate members of their society;
- having the knowledge and cultural understandings which respect individual freedom and celebrate languages and cultures within a socially cohesive framework of shared values;
- being confident communicators in order to contribute actively across a range of situations;
- having the confidence to contribute to or lead a team in a variety of situations;
- developing an understanding of the present and the past in order to promote responsible and creative attitudes towards the future;
- developing a commitment to service and social justice;
- developing a commitment to understanding, preserving and restoring the natural environment through responsible lifestyle choices;
- promoting a lifestyle that enhances health, personal wellbeing and the creative use of leisure time;
- having an appreciation of, and confidence to participate in, the Arts.

Rationale

The core curriculum in Years 7 - 10 provides both depth and breadth in the key learning areas, and aims to challenge and enthuse as well as to maximise the potential of each student. The elective program in Years 9 and 10 allows for wide subject choice so that students can explore subjects in depth or embark on a new path of learning. Students are encouraged to be creative and flexible, independent learners and problem solvers - qualities essential for the challenges of modern life. The academic program in these years is designed to provide students with strong academic foundations so that they may confidently choose either the Victorian Certificate of Education (VCE) or the International Baccalaureate (IB) Diploma in their final years of schooling.

Year 9 Specific Programs

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 which become progressively more abstract and reflective;
- gain experience in decision-making and in accepting responsibility for these decisions;
- develop self-confidence by recognising and appreciating their own sense of identity;
- have opportunities for establishing and maintaining friendships;
- explore leadership challenges;
- achieve personal success and fulfilment.

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

In Year 9 the personal development focus is:

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

OutLook.9

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

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

There are four strands that operate interdependently to encapsulate the spirit and content of OutLook.9.



OutLook.Outdoors

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



OutLook.Learning

All students undertake OutLook.Learning for one semester. This course engages students in expanding their horizons. It comprises the following units of study: rights and responsibilities, civics and citizenship, scams and online behaviours, aspects of consumerism, Fair Trade and ethical decision making, and excursions in the local area. Students learn about the governance in local municipalities, particularly the City of Whitehorse and the City of Boroondara. Independent travel on public transport within the local area gives students the opportunity to explore services and facilities. The students use various research tools to collect data and make informed comments on local issues.



OutLook.Community Action

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

OutLook.City

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



Year 10 Specific Programs

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 which become progressively more abstract and reflective;
- gain experience in decision-making and in accepting responsibility for these decisions;
- develop self-confidence by recognising and appreciating their own sense of identity;
- have opportunities for establishing and maintaining friendships;
- explore leadership challenges;
- achieve personal success and fulfilment.

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

The Year 10 program is loosely based on Stephen Covey's 'Seven Habits of Highly Effective People'. Each Habit provides a scaffold to explore the following:

- to put into practice, throughout the year, the leadership skills developed in the Year 9 Program;
- to identify and understand individual qualities of leadership, and to recognise and understand one's own leadership characteristics and how best to develop them;
- to consolidate skills and abilities to prepare effectively for the final years of secondary school;
- to encourage personal exploration of values, responsibilities and directions as students reach middle adolescence;
- to explore options and increase knowledge about career directions;
- to provide sessions on examination preparation and stress management.

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



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.

In Term 4 of Year 10 girls experience a 5-day program of their own choice. At this level students have experienced a wide range of activities through the Outdoor Education program and, on the basis of this and other interests, they select a particular activity or activities to participate in during the camp. The girls are involved in much of the preparation and planning for these camps, taking responsibility for the menu planning, food and daily program. Camps have included: bushwalking, cycling, rafting, surfing, rock climbing, horse riding and canoeing, among others. For many girls this is one of the highlights of their school life and a chance to spend time with friends in the outdoors participating in a recreational activity. PLC staff accompany the students to various venues throughout the state. External providers are engaged to run each program. Experienced and qualified instructors provide all instruction, equipment, safety procedures, etc.



Work Experience

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

The College actively encourages students to undertake work experience to enable them to:

- develop job seeking skills;
- experience work in a field they may be considering as a career;
- assist in the clarification of tertiary study options;
- develop self-confidence from working in a setting which requires contact with a range of people;
- gain experience and develop a network which could assist in gaining tertiary selection and future employment;
- provide an opportunity for all Year 10s to sample a workplace beyond the College.

With assistance from the Careers Department, each student is expected to find a suitable placement for this week.

SILK

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

Girls nominate an area of school life where they can contribute and they are encouraged to be individual in their choices, which are many and varied, e.g. Year 7 camp leader, backstage helper for school productions, editor for House magazines, a position on a school committee or club, Big Sister/Little Sister for the Junior School and participation in Rotary Interact Club. Girls can explore their interests and talents and develop their interpersonal skills.

Bright Stars

The Bright Stars Transition Program is a wellbeing initiative to assist girls to maximise their potential in their senior years of schooling. The program consists of an evening parent/daughter forum and a special day program for all Year 10 girls. In 2020, the evening forum focused on effective study habits at home while the girls participated in workshops on time management, self-defence and mindfulness during the day program.

Participation in Politics

A two-day experiential learning program where students explore essential knowledge and skills associated with living in a democratic society. Students investigate the three levels of government, the functioning of parliament and the preferential voting system. By actively participating in a simulated election campaign, the students gain a deeper insight into the philosophies of each of the main political parties and apply this knowledge to key issues that might affect the voting intentions of people in different electorates. Students are assigned key roles and develop their problem-solving, communication and collaboration skills. As part of the program, parliamentarians are invited to speak to the students.

Year 9 & 10 Common Programs

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



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

Duke of Edinburgh International Award

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

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

Fees of \$190 per level are charged for students. For further information please visit the website www.dukeofed.com.au

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 Year 9 & 10 students include:

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

Academically Highly Able students

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

The Years 9 and 10 Extension Program gives advanced students the opportunity to engage in a wide range of opportunities depending on their interest and ability. Programs range from competitions, such as the Australian Computational Linguistics Olympiad, Ethics Olympiad, da Vinci Decathlon, Tournament of Minds and Future Problem Solving. There are many additional opportunities for girls to participate in, such as, the United Nations, Debating, Chess, Philosophy and Ethics, as well as school run programs including Music Composition and Gifted Cluster activities which explore environmental sustainability and global issues. PLC maintains and develops strong relationships with tertiary institutions, notably, Melbourne, Monash and Deakin Universities which yield many opportunities for girls to be involved in a variety of different activities which are on offer throughout the year. 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 - Science Talent Search, BHP Billiton Science and Engineering Awards, 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 for Year 9 & 10 students include:

- Orientation at the start of each term for all students new to the school.
- English as an Additional Language course of study for students who qualify for EAL and those who are recommended.
- Small group classes may be selected or recommended for further support. They are designed to develop competence and confidence in English language skills. They may offer individualised assistance in the areas of oral language, reading and writing and/or provide support across the curriculum.
- Assistance for students may be provided upon teacher request.
- Modification of mainstream curriculum and tasks carried out in consultation between subject teachers and EAL teachers.

The Year 10 EAL English class is designed to teach students to:

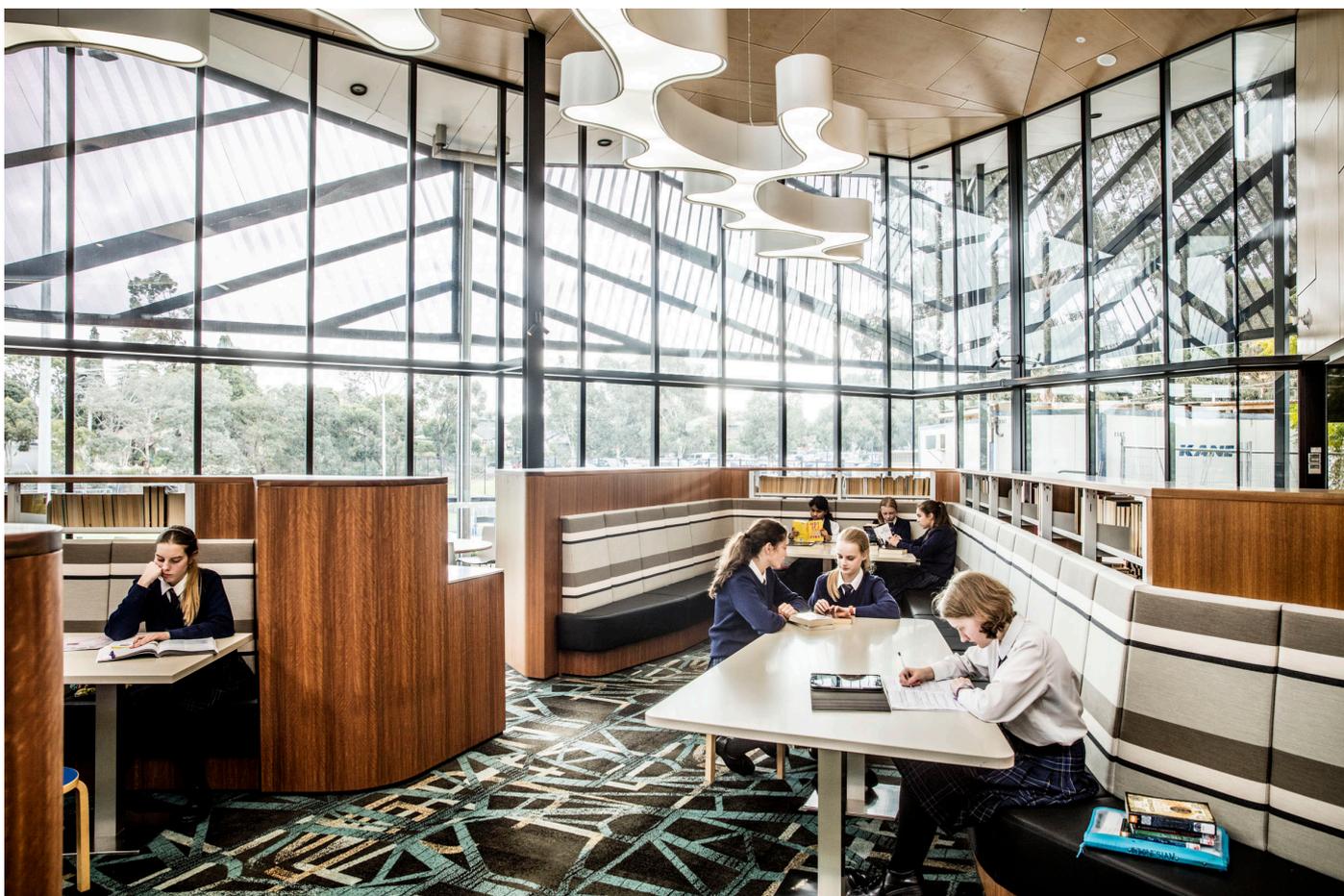
- Develop and justify their own interpretation of texts;
- Understand how language features and images are used in persuasive texts;
- Create a range of texts to explore how language is used for different audiences and purposes;
- Develop listening and speaking skills.

Careers Counselling

Exploration of career choices is relevant throughout a student's education and increases in importance as the student progresses into her senior years. Careers based discussions assist students to appraise their interests, abilities and expectations realistically and to choose appropriate courses and subjects. Students are guided to an extensive range of resources related to occupational information, tertiary courses including local, interstate and overseas and prerequisite subjects required to gain entry to these study programs. Senior students may attend lunchtime information sessions with visiting university representatives and participate in Personal Development career discussions with PLC alumni. All students from Years 10 to 12 receive Career News weekly through WYSE. This provides relevant careers information and updates of related activities. From Year 10 all students should be engaging with tertiary institution Open Days and school holiday activities.

During Year 10 all students will undertake the Morrisby Report which identifies their abilities and interests which is then linked to a range of career suggestions. In Term 3 all students will have a personal interview with the Career Development Practitioner to discuss their choice of course of subjects for their senior years including the information from the Morrisby Report and informed by teacher feedback through reports and parent/teacher/student interviews.

The Career Development Practitioner is available to discuss matters related to choice of courses and subjects in Year 11. All Year 12 students will arrange appointments to discuss their future planning which consolidates all the career-related activities.



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

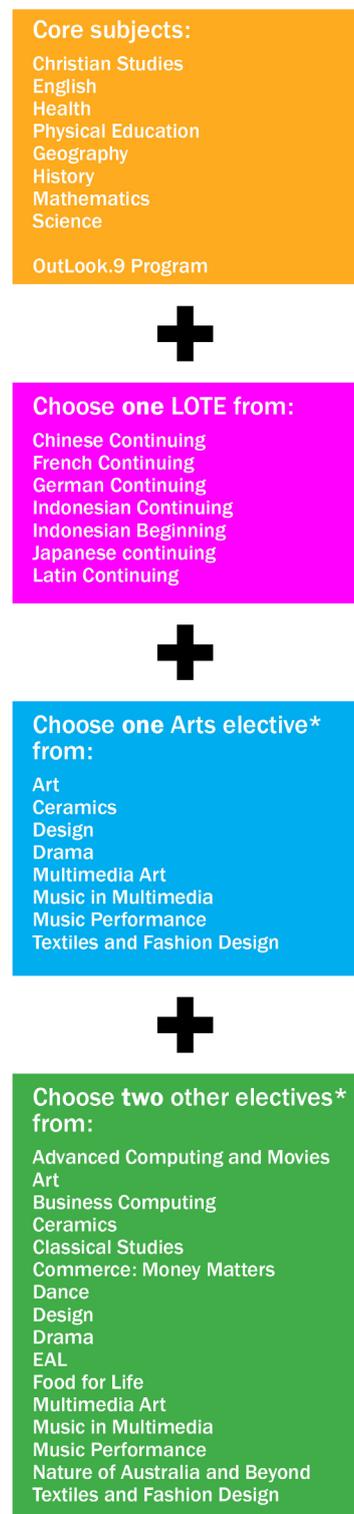
Students are given the opportunity to participate in the daily running of the Library and the planning and execution of Library events by becoming members of the Library Committee. The Library Committee is led by our Library Captain and students on the Committee assist before and after school, recess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

Library Opening Hours

Monday to Thursday	8.00am – 6.00pm
Friday	8.00am – 5.00pm

Year 9 Course Selection

If selecting one LOTE subject



If selecting two LOTE subjects (inc. French)



* Electives run for one semester only

It should be noted that while every effort is made to meet individual requests, numbers may not warrant a class being arranged, or a timetable clash may be unavoidable.

Subject selection for 2021 will be completed online. All students will receive an email from noreply@selectmysubjects.com.au that will include a personalised link. More information will be provided in a student subject selection briefing towards the end of July that will be placed in the Wyse Year 9 & 10 Guide to Courses area.

For enquiries regarding the online selection website please contact Mr Gary Lang, Director of Senior School Administration.

Subject selections must be completed by **Thursday 13 August**.

Year 10 Course Selection



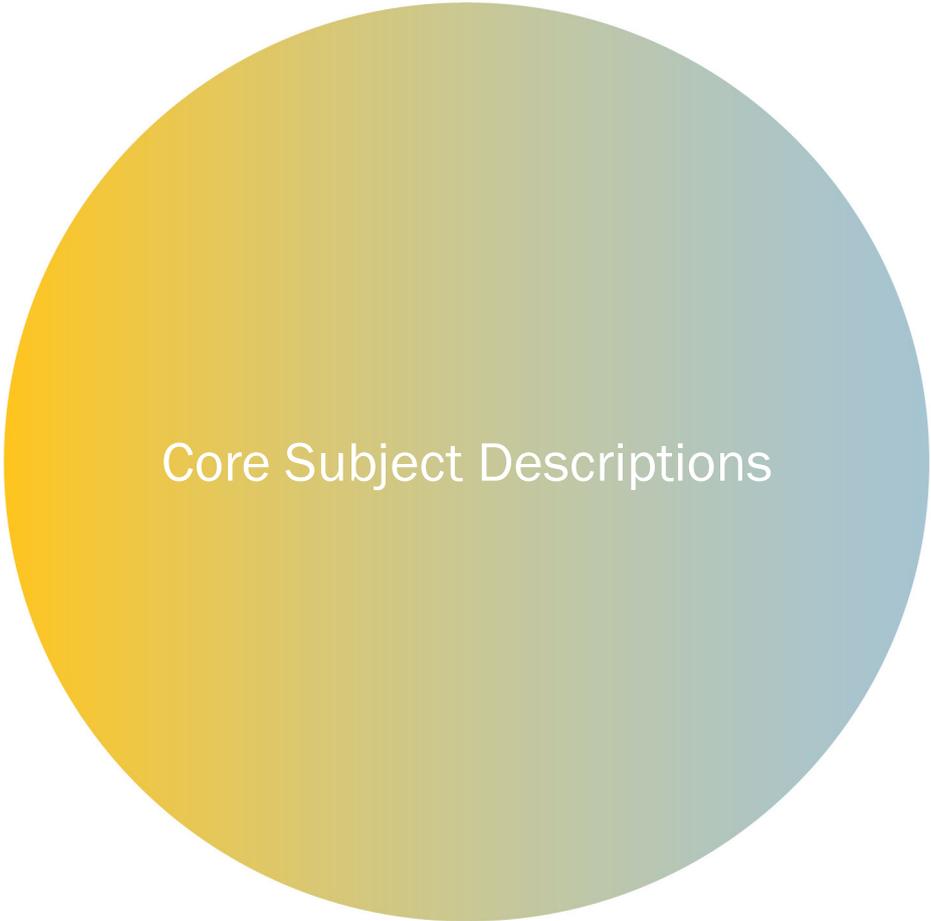
* Electives run for the whole year

It should be noted that while every effort is made to meet individual requests, numbers may not warrant a class being arranged, or a timetable clash may be unavoidable.

Subject selection for 2021 will be completed online. All students will receive an email from noreply@selectmysubjects.com.au that will include a personalised link. More information will be provided in a student subject selection briefing towards the end of July that will be placed in the Wyse Year 9 & 10 Guide to Courses area.

For enquiries regarding the online selection website please contact Mr Gary Lang, Director of Senior School Administration.

Subject selections must be completed by **Thursday 13 August**.



Core Subject Descriptions

Christian Studies

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

9

Year 9

The Year 9 course introduces students to the study of world religions through the Book of Esther, and some of the biblical history, culture and religious practices of Judaism. By exploring stories of the Jewish Holocaust in World War II, and the heroic Christian response of women like Corrie Ten Boom, students deepen their understanding of courage, prejudice and forgiveness. In connection with Reconciliation Week, students deepen their understanding of the effects of discrimination and courage through Christian leaders like William Cooper who advocated for the Jews and his own Yorta Yorta people. A short unit on Islam follows at the end-of-the-year. Students also engage in further study of the central message of Christianity through an in-depth examination of the Gospel texts, and the effect Jesus had on his contemporaries, and continues to have on people today.

Objectives:

- to deepen students' understanding of the humanitarian effects of prejudice and discrimination;
- to introduce students to notable figures who have demonstrated courage;
- to equip students to live effectively in a multi-cultural, multi-faith society;
- to promote understanding and respect for the beliefs, values and practices of other faiths;
- to promote awareness of the role of religious traditions in human history;
- to deepen students' understanding of the origins of Christianity and its roots in Judaism;
- to increase students' understanding of the life and teachings of Jesus.

10

Year 10

This course begins by examining aspects of different world views and how these relate to personal beliefs, values, attitudes and behaviours. The relationship between science and faith is then explored and students are introduced to the idea of an intelligent designer and the faith of various scientists. This is complimented with a study of the nature and function of sacred texts and passages from the Old Testament, including Genesis. The course also provides students with further examination of the practices and beliefs of world religions, other than Christianity. Students' understanding of Christian faith and teaching is developed further through a study of the Gospel birth narratives.

Objectives:

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

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

9

Year 9

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

Unit topics include:

The Shaping of Identity, Textual Transformations, and Shakespeare's Influence.

10

Year 10

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

Unit topics include:

Shakespeare's Representation of Human Experience, Media Debate and Our World, *To Kill a Mockingbird* as a Classic Text, and Representations of Childhood in Film and Fiction.

English EAL

This Year 10 only subject is for students who have been taught in English for 5 years or less (i.e. Year 10 will be your fifth year of learning in English). Please speak to the EAL Coordinator. Ms Thompson for further discussion.

10

Year 10

As with the mainstream English curriculum, English EAL is built around the three interrelated strands of Language, Literature and Literacy. Learning material is chosen to suit the English ability of EAL students so they are able to engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher-order reasoning and intertextual references. Students develop a critical understanding of contemporary media and the differences between media texts.

The English EAL classroom's plurilingual awareness in the curriculum acknowledges the value of competence in multiple languages. This inclusion in the curriculum validates the importance of language and the role it plays in an individual's sense of self and identity. This subject provides an environment in which students are:

- encouraged to build their capacity to communicate confidently and effectively in English
- enabled to develop functional English literacy skills
- provided opportunities to draw on their knowledge of the language/s spoken at home as a way to enhance their developing understanding of the English language.
- provided the opportunity to develop cultural understandings to enable their full participation in school life and Australian society.

English as an Additional Language (EAL)

This unit provides an opportunity to consolidate English skills and develop confidence in using English. Participation in this elective is recommended by the Department of Individual Difference and/or the Years 7–10 Learning Coordinator for all EAL students arriving from overseas to start schooling in Year 10. This elective provides students with the opportunity to focus on:

- developing their listening, speaking, reading and writing skills
- developing the ability to understand and use grammatical structures
- learning vocabulary in context to assist comprehension in other subject areas.

Geography

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

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

It is also expected that students should:

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

9

Year 9

Climate change and global warming

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

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

Biomes

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

Food security

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

Urban attitudes and interconnections

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

10

Year 10

Geographies of human wellbeing

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

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

Environmental change and management

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

Tourist Environments

With a focus on tourist environments, environmental change and management, this topic investigates the impact humans have made on tourism localities. Students investigate the major challenges to the sustainability of the environment and how people both perceive and respond to these challenges. Students will learn to apply human-environment systems thinking to understand the causes and consequences of changes of tourism. Geographical concepts and methods are developed to select and evaluate strategies used by government and non-government organisations to manage tourist sites.

An investigation of sustainability and sustainable tourism follows with fieldwork to the Melbourne Zoo highlighting the impact that an organisation such as Zoos Victoria can have on tourist thinking. A fieldwork report is presented based upon findings from the fieldwork.

Health and Physical Education

9

Year 9

The Year 9 Physical Education course aims to improve students' resilience and ability to maintain a positive outlook when participating in physically demanding activities. It focuses on fair play and positive sporting behaviour, as well as the ability to cope with success and failure in competitive and co-operative activities. Participation in an aquathon encourages the development of personal attributes to cope with physically and mentally challenging activities. The hockey, netball and softball units further refine the students' ability to implement movement skills, build confidence and apply strategies for successful outcomes when working in teams.

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

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

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

10

Year 10

The Year 10 Physical Education course introduces students to an experiential curriculum that is challenging, enjoyable and physically active. It moves away from specific skill instruction and focuses on participation, allowing students to develop skills, values and behaviours that promote a healthy and active lifestyle. There is an emphasis on physical fitness and training and students participate in fitness activities such as swimming, pilates, spin classes, circuit training and boot camp.

Students participate in a Sport Aerobics unit where they work collaboratively and use feedback to enhance performance when composing and performing movement sequences. Participation in various games such as badminton, cricket and the Footy Codes unit (including touch football, soccer and Australian Rules), ensures students continue to develop physical competence and apply tactics and strategies to various team games. In aquatics, there is an emphasis on swimming endurance, fitness and water-based recreational activities such as water aerobics, zumba, water running, endurance training, stroke development and diving.

Students also participate in health lessons throughout one semester. These lessons focus on developing the knowledge and skills required to establish and manage respectful relationships, whilst developing positive practices in relation to their reproductive and sexual health.





History

Year 9 – Australia and the World 1750 - 1918

The Year 9 course aims to develop students' global understanding through the study of major world events from 1750 to 1918. The focus of Year 9 is to further develop the key historical skills of using sources as evidence, understanding concepts and chronology, evaluating significance, analysing cause and effect and judging change and continuity; whilst also further nurturing broader skills of critical thinking, reflection and problem solving. Students develop these skills through the investigation of the creation of the 'modern world' and the events of the industrial revolution, imperialism, nationalism and slavery. Their exploration continues through their study of Australia and Asia; focusing on Chinese history in the eighteenth and nineteenth century and challenging students to draw connections and identify change and continuity.

The focus for students then turns to Australia and challenges students to understand the foundations of the nation in which we live; in the context of the global studies of Europe and Asia. Students look at the issues of colonisation, contact, development and spread of Australia; as well as the impact of European influences through to the development of an independent Australian national identity by Federation. The students' final investigation is to delve deep into the cataclysmic events of World War I including detailed study of the contribution of Australian soldiers to the war effort in Gallipoli and the Western Front in France and Belgium and the major shifts and changes that the war brought to Australia.

9

Year 9

Historical Significance: Making a Modern World (1750-1918)

The focus of this unit is on using sources as evidence to validate historical interpretations. The students explore the development and impact of the industrial revolution and the institution of slavery. They are challenged to understand the key concepts of imperialism, socialism, chartism, egalitarianism, nationalism and liberalism; and to nurture their ability to draw together the interlinking events of the British Industrial Revolution, European imperialism, the slave trade and the formation of an independent United States of America. Furthermore, this unit asks the students to unpack major issues of colonisation, slavery and independence movements.

Change and Continuity: Australia and Asia (1750-1914)

The focus of this study is on the changes and continuities as well as the interactions and interrelationships between Asia and Australia. Students explore the Qing dynasty through to the 1912 revolution in China including studies into the composition of Chinese society, the impact of European imperialism, the Opium Wars and internal unrest such as Taiping and the Boxer rebellions. Students are then asked to examine the creation of Australia as a nation; studying crucial issues of colonisation, contact and the impact of European influence. Students then study of how Australia developed as a nation from economic peaks and slumps to the political unification of Federation in 1901. Students are challenged to analyse the development of an Australian unique identity through their study of Australian politics, economic development & challenges as well as social and cultural influences from art to literature to daily life.

Cause and Effect: Australia and World War I (1914-18)

The focus of this unit is evaluating cause and effect as well as developing a deep understanding of the role of WWI in changing the face of Australia as a nation through to today. Students are challenged to analyse the complete and interweaving causes of WWI from European imperialism to new nationalism to militaristic hubris. Students are then immersed in a deep examination of the events of the war, the experiences at home and abroad and the crucial outcomes of Australian involvement in the world conflict. They look into depth studies in Australia's contribution in the Dardanelles at Gallipoli and on the Western Front at Pozieries and Fromelles. Australia's involvement in World War I is explored from different perspectives.

10

Year 10 – Modern World and Australia 1918 to the present

The aim of the Year 10 History course is to complete the journey of student acquisition of key historical skill through the study of major world events in the modern world with an emphasis on Australia in its global context. The twentieth century saw the world transformed by political turmoil, global conflict and challenges to international cooperation. Students explore three main depth studies during Year 10: World War II (1939 – 45); Rights and Freedoms and the Globalised World.

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

Year 10

Cause and Effect: The Causes of World War II

The focus of the first unit in Year 10 is to draw together the student's skills of cause and effect ready for further study at Years 11 and 12. Students investigate the role of post WWI decisions, polarisation of the 1920s and expansionism and appeasement of the 1930s in leading the world to war in 1939. Students are also challenged to compare and contrast the inter-war events and experiences of nations from different global perspectives: Australia, Germany and the United States of America.

Historical Significance: World War II

Students focus on their skills of judging historical significance of major wartime events in the European and Pacific theatres of World War II. This will include a collaborative exploration of major campaigns, battles, events, experiences and long and short-term impacts of the conflict in both world history and the nature of Australia's involvement. Students delve into the military actions of the Nazi German Army in Europe, the Japanese expansion in Asia and the Allies' response.

Sources as Evidence: the impacts of World War II

Students focus on using sources to understand the ground-breaking shifts in the modern world caused by the Second World War. They are challenged to critique the shocking ramifications of the war through the sensitive study of the Holocaust and the dropping of the atomic bombs on Japan in 1945. The students will also consider impact of the war on the Australian home front including government controls and the role of women; and look at the significance of the war to Australia's international relationships and the development of international organisations and agreements.

Change and Continuity: Rights and Freedoms in Australia and the world

The focus of this depth study is to investigate struggles for human rights in the United States of America and in Australia after 1945. Students are required to evaluate the background issues in America from 1865 through to the events and results of the civil rights movement in the 1960s including the role of major leaders such as Martin Luther King; major events such as the Montgomery Bus Boycott and the Freedom Rides; and major legislation such as the Civil Rights Act 1964. Students then compare the struggles experienced in the USA to the problems faced, and action of, Aboriginal and Torres Strait Islander peoples in their battle of rights, recognition and freedoms from 1945 to the present day including group collaborative tasks investigating topics including the 1976 Referendum, Native Title Act 1993 and the stolen generation and apology.

Interpretation and Perspective in History: Political Crises and Popular Culture

In their final study of Year 10, students focus on historical perspectives and interpretations. This study involves the examination of the origins and events of the Cold War and the major global crises associated such as the Berlin Blockade, Korean War and Vietnam War. This unit also challenges students to analyse Australia's involvement in the Cold War through the study of the impacts of communism and espionage in Australia.

Languages other than English

Overall philosophy and aims for language learning

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

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

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

- Chinese
- French
- German
- Indonesian
- Japanese
- Latin

These languages are offered at a beginning level 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 programme.

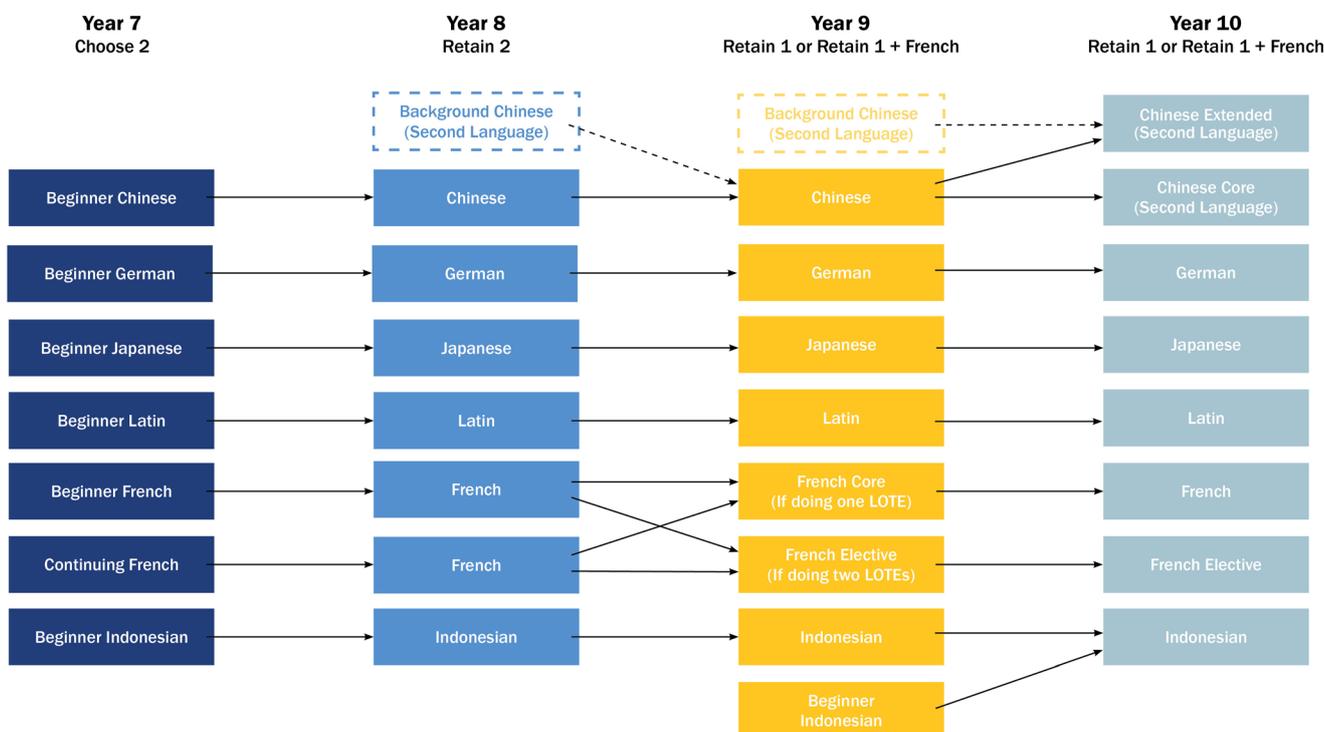
The diagram below indicates pathways and entry points for these languages.

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

New Year 10 students who do not have sufficient background knowledge in a LOTE will be allocated an alternative study program by the Years 7–10 Learning Coordinator.

At **Years 9 and 10**, French is offered as an elective. However, classes in the elective language will only run if there are sufficient enrolments.

Please also note that there may be timetable constraints which could affect the possibility of studying two LOTEs in Years 11 and 12.



Languages other than English – Latin

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

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

9

Year 9 – Third year of learning

Stages 21-30 of the Cambridge Latin Course

This continues the study of Roman Britain: Unit 3 is set in the British cities of Bath and Chester, and then moves to Imperial Rome. The course consolidates the work studied previously and introduces principles, the subjunctive form and subordinate constructions, the passive voice, constructions expressing time and further vocabulary.

Special studies include religion in the Roman world, the Roman army and the Jewish revolt at Masada.

10

Year 10 – Fourth year of learning

Stages 31-40 of the Cambridge Latin Course.

Domitian's reign exemplifies the complexity of court life and leads to the study of Roman authors: Martial, Catullus and Ovid. The course consolidates the work studied previously and introduces deponent and irregular verbs, the future tense, gerundives, 4th and 5th declension nouns, indirect speech and further uses of the subjunctive.

Special studies cover the lives of the emperors, Roman politics and Roman authors.



Languages other than English – Chinese, French, German, Indonesian and Japanese

Victorian Curriculum: Languages Structure

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

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

Languages other than English – Chinese

9

Year 9

Topics

- school holidays
- the seasons
- celebrating Chinese New Year
- asking for and giving directions
- counting 10 000 – 100 000 000
- travelling by bus
- shopping
- visiting the doctor
- watching television
- going to the movies
- sports events
- festivals
- culture diversity
- customs and traditions

Linguistic elements

- conjunctions: or, if, as soon as
- prepositions: to
- comparison of adjectives
- expressions of directions
- prefix + number as an ordinal number
- measures of length and distance
- expressions of money
- measures

10

Year 10

Topics

- regions of China
- home towns
- urban and rural life
- making travel arrangements
- at the airport
- house
- weather forecast
- going sightseeing
- food
- personality
- Chinese horoscope
- hopes and aspirations
- jobs
- Chinese calligraphy
- Chinese painting
- social media
- science and technology in society

Linguistic elements

- possessive adjectives
- negatives
- conjunctions
- optative verbs
- passive
- verbs with complement
- proper nouns: countries and cities
- nouns with localiser
- tenses of verbs: past continuous, present perfect,
- present/future
- conditional, comparative and superlative adjectives

New course structure for Chinese in Year 10

- PLC will be offering an in-house Year 10 **Core** Chinese Second Language and Year 10 **Extended** Chinese Second Language program in 2021
- The same topic material and linguistic elements will be covered in the Core and Extended classes
- Class allocation will be determined by the Head of Chinese early in Term 1, 2021
- Students that perform to a very high standard in either the core or extended Chinese classes by the end of Year 10 will be appropriately prepared to directly undertake Unit 3/4 Chinese in Year 11 as their **single** Unit 3/4 subject if they decide to undertake the VCE
- Students who are considering undertaking Chinese in Year 11 and 12 but have been undertaking Chinese at an external language school may elect to undertake Chinese Secondary Language at PLC in Year 10 as their LOTE language. However, students that would like to undertake multiple languages (other than French) in Year 10 will need to continue studying Chinese external to the school due to timetabling constraints in the Y10 curriculum program. Different arrangements apply in Years 11 and 12
- Students can continue with external language school classes in Chinese. They can undertake Units 1 & 2 CSL/CSLA or Units 3/4 CSL/CSLA at an external language school prior to Year 11 but not for credit i.e auditing the subject only.

Languages other than English – French

9

Year 9

Topics

- numbers (dates)
- describing appearance and personality
- self and family
- house
- daily activities
- transport
- sport
- shops
- food and health
- school
- future plans
- the weather
- Paris

Linguistic elements

- tenses of verbs (present, imperative, passé composé, near future tense, future tense, imperfect)
- possessive adjectives
- interrogative adjectives
- adjectives (agreement)
- adjectives (comparisons)
- adverbs
- negative (ne ... pas, ne ... jamais, ne ... rien)
- quantity expressions and pronouns 'en'
- direct, indirect pronouns
- interrogation
- articles
- demonstrative adjectives
- modal verbs (pouvoir, vouloir, devoir)
- prepositions
- indefinite pronouns
- si clause (present)
- relative pronouns (qui, que)

10

Year 10

Topics

- housing
- furniture
- household chores
- expressing disagreement
- expressing interest or indifference
- human body
- diseases and remedies
- accidents
- expressing fears and reassurance

Linguistic elements

- présent progressif
- possessive pronouns
- negative sentence
- indefinite adjectives and pronouns
- verbs: se plaindre, rompre, lire, dire, courir, mettre
- passé composé
- recent past
- expressing time and length of time

Languages other than English – German

9

Year 9

Topics

- describing your home and your hobbies
- sports
- at the restaurant
- German food
- asking for and giving permission
- more likes/dislikes
- celebrating a birthday party
- visiting Berlin
- exchange trips
- famous people
- expressing opinions
- directions

Linguistic elements

- more possessive pronouns
- more accusative pronouns with 'für'
- word order
- separable verbs
- perfect tense
- plural noun endings
- comparative and superlative adjectives
- more on conjunctions: dass, weil, bis, bevor, wenn,
- als, ob, obwohl
- Modal verbs in the imperfect tense

10

Year 10

Topics

- house and house chores
- dream house
- social media
- art
- self-awareness
- more directions
- health
- rules – what one is and is not allowed to do
- holidays
- describing foreign cities
- places around town
- modes of transport
- eco-tourism
- making complaints
- German cuisine

Linguistic elements

- reflexive verbs: introduction
- subordinating conjunctions
- more modal verbs structure
- imperative
- direct object
- adjectival endings: nominative and accusative
- question words
- ('one')
- prepositions: accusative, dative and variable
- more perfect tense structure
- adverbs of time, manner, place
- separable verbs
- revision of modals in past tense
- reflective verbs

Languages other than English – Indonesian

9

Year 9

Topics

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

Linguistic element

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

Year 9 – Beginners

Topics

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

Linguistic element

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

10

Year 10

Topics

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

Linguistic elements

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

Languages other than English – Japanese

9

Year 9

Topics

- inviting someone to an event
- houses and contents
- school life
- self-introductions: talking about self, interests and daily routines
- seasons
- describing people: body parts, physical appearance, clothing, colours
- discussing the weather
- visiting places
- travel
- shopping
- cultural activities

Linguistic elements

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

10

Year 10

Topics

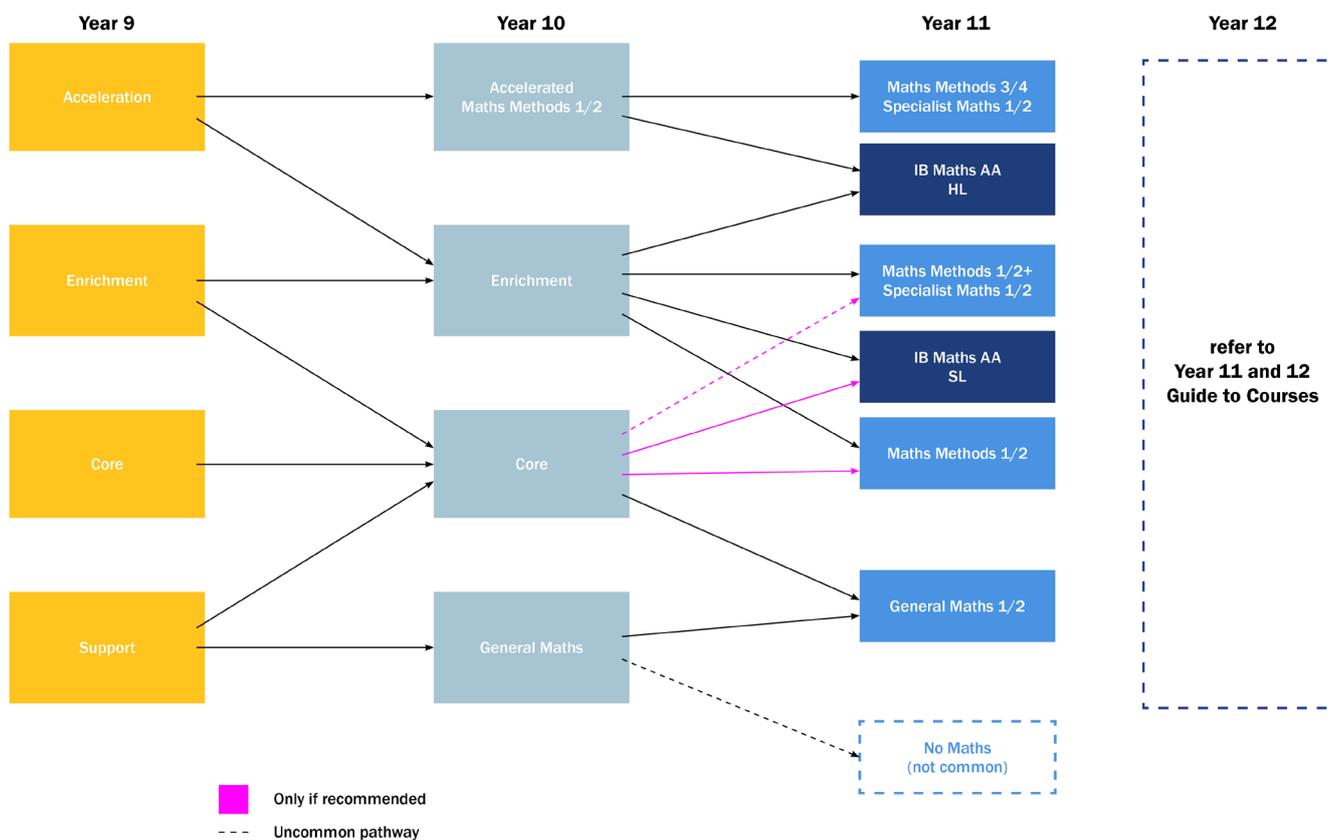
- eating out
- exchange students
- walking around/travel in Japan
- sports/leisure/interviewing
- part-time work
- Japanese media
- short diary
- current affairs project

Linguistic elements

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

Mathematics

Pathways in Mathematics from Year 9 and 10



The Structure of the Mathematics Program

Mathematics classes are timetabled concurrently. This enables differentiation of the curriculum and flexible groupings to meet the individual learning needs of students.

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

At Year 9 non-accelerated students are grouped into Enrichment, Core and Support classes to best cater for their learning needs. In Year 10 non-accelerated students are grouped into Enrichment and Core classes. Enrichment classes enable talented students to learn at a faster pace and to greater depth than the other bands. Core classes are made up of students who have established a sound skills base. In Year 9, the Support class is a smaller group compared to the Core classes. This enables individual attention to be given to students who need reassurance and extra assistance.

Year 10 General Mathematics is for students for whom the traditional Year 10 courses are inappropriate. Its structure and content prepares students for General Mathematics and Further Mathematics in the VCE at Years 11 and 12, respectively.

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

9

Year 9

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

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

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

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

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

10

Year 10

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

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

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

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

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

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

Mathematics – General Mathematics

10

Year 10

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

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

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

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

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

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

VCE Mathematical Methods Units 1 and 2

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

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

10

Year 10

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Outcomes

On completion of a unit the student should be able to:

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

Assessment:

Assessment for each unit comprises tasks selected from the following:

- assignments and tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving and modelling tasks.

Science

All students study General Science in Years 7 - 10. As a result of these studies the students should be able to:

- use their knowledge of science to develop and evaluate scientific arguments;
- understand and use scientific terms correctly;
- understand scientific concepts and apply these in diverse situations;
- see the personal relevance of what they learn in the classroom;
- develop laboratory skills, giving due regard to potential hazards and appropriate safety measures;
- formulate hypotheses and design experiments to test hypotheses;
- clearly communicate scientific ideas;
- confidently apply their knowledge and skills to solve unfamiliar problems.

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



9

Year 9

In Year 9 the common thread for the year is the concept of energy. Students will develop a scientific understanding of the energy concept and discover how energy transfers underpin all aspects of life on Earth and human activities.

The core of things

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

Balancing the energy budget

Students investigate different energy sources and look at energy use and efficiency within their homes. Investigations into heat transfer and electric circuits also form part of this unit.

Ecosystems

Students discover how inputs and outputs are monitored and kept in balance in ecosystems. They investigate the role of plants in trapping solar energy.

Response to stimuli

Students study the ways in which humans respond to their environment. The five senses and their link to the nervous system are investigated.

Data logging

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

Reaction rates

Students will be challenged to find ways to measure reaction rates. Variables that control the rate of reaction such as temperature, particle size, concentration and the use of catalysts will be investigated. They learn that chemical reactions involve rearranging atoms to form new substances.

10

Year 10

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

Me and my family

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

Chemical families

The first twenty elements and their properties are introduced, leading to the structure of the periodic table. Ionic compounds and their formulae will be addressed.

On the move

Students are introduced to the basic physics principles of motion. They study distance/time and speed/time graphs and use ticker tape timers to investigate motion.

Cu around

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

Cosmology

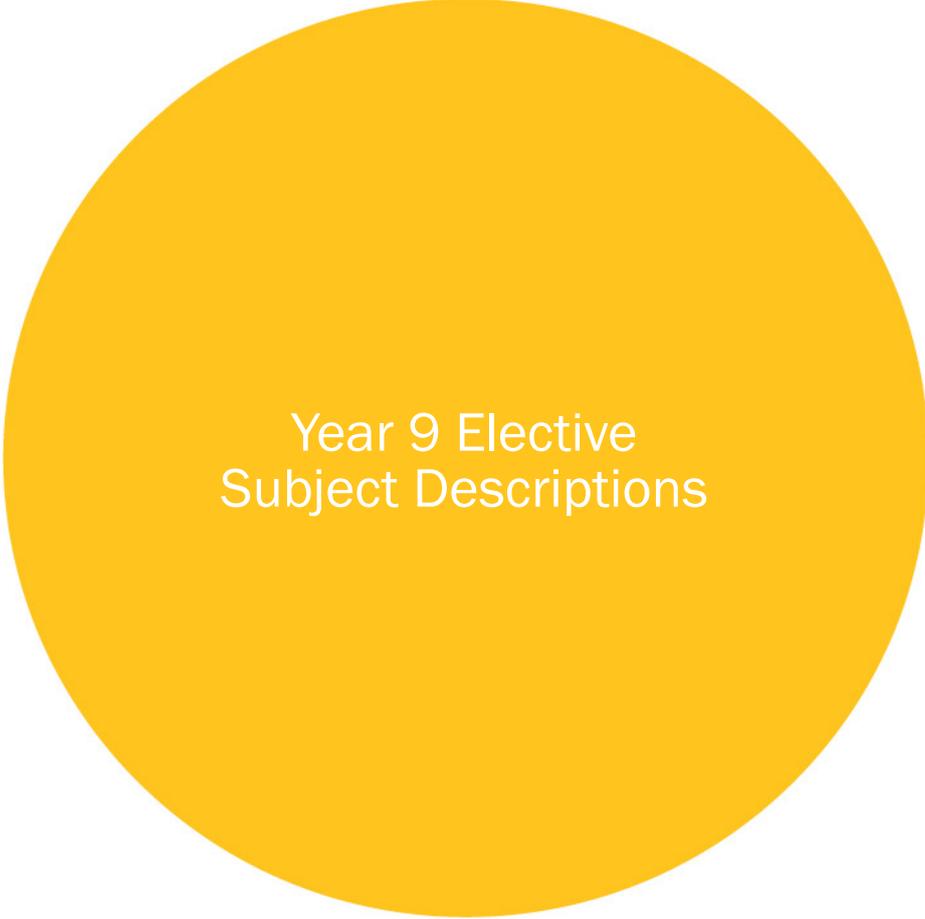
This unit incorporates the big ideas from Physics. The origin, history and ultimate fate of the universe is investigated. The key skill of measurement to explain some of the advances in our understanding of cosmology is also addressed.

Evolution

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

Science Literacy and Inquiry

Students develop their ability to critically evaluate information from a scientific perspective. They design, conduct and report on a student designed practical investigation.



Year 9 Elective
Subject Descriptions

The Arts Electives

Art

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

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

Ceramics

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

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

Design

This elective is an introduction to the world of visual communication and design. Students use manual and digital drawing methods using Adobe Creative Cloud applications, to create visual communications in the specific design fields of Environmental, Industrial and Communication. Within Design students learn to develop briefs and visualise, generate and develop ideas in response to audience needs. They also evaluate, reflect on and justify their decisions and aesthetic choices. Students research historical and contemporary Design and cultural influences.

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

Drama

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

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

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

This elective can provide a pathway to Drama in Year 10 and VCE Theatre Studies.

Multimedia Art

Multimedia Art students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. Students plan, structure and design media artworks using Adobe Creative Cloud applications. Emphasis is placed on the acquisition of computing and image development skills to represent observations and interpret ideas and issues. Students maintain a visual diary of their explorations and evaluate and record their progress. An introduction to the appreciation of Multimedia Art and design theory is an integral part of the course. Students compare, analyse and discuss a range of artworks and evaluate the impact of new technologies in this area.

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

Music in Multimedia

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

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

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

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

Music Performance

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

Textiles and Fashion Design

In this course the emphasis is on design, the refining of skills and the imaginative interpretations of each project. Fashion design and current trends are integrated into these projects where relevant. Emphasis is placed on developing skills in research and art writing, as well as visual and critical analyses, evaluation and discussion of art works and cultural connections and the student's own work. Students maintain a studio workbook, with annotations of their chosen processes, which records the development of their own artworks.

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



Other Electives

Advanced Computing and Movies

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

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

Business Computing

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

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

Classical Studies

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

The nature of Ancient Greek society, in particular, is investigated through the study of myths and legends. Students are introduced to the many characters and themes of the stories, considering the roles they played in constructing and reflecting the societies to which they belonged. Through the exploration of Classical art, drama, archaeology and the debates around the truth of the Trojan War, students will also learn of the lasting impact the Greeks have had on modern society.

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

Commerce: Money Matters

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies.

The Year 9 Commerce program utilises a case study approach to provide students with the opportunity to develop their financial literacy skills. Students explore the way markets work (both locally and globally), their rights and responsibilities as consumers and future workers/entrepreneurs, the role of businesses and their response to market opportunities and the management of risk and reward and participation in the workplace.

The course aims to help students make informed decisions and to participate effectively in the local and global economies; promote enterprising behaviours and capabilities that can be translated into life, work and business and promote an understanding of work and business environments.

Areas to be covered will include:

- Sound financial management from personal and organisational perspectives
- Impacts of financial decision-making by individuals, businesses and governments
- Rights and responsibilities of consumers
- The role of markets in influencing the decisions of consumers and businesses
- Alternative investment opportunities
- Good and bad debt and the risks of over indebtedness
- Current and future developments in the world of work

Dance

This elective focuses on developing knowledge and understanding of choreography, performance and appreciation and is available for students with a variety of experience and skill level. Students build their movement vocabulary and practise skills, techniques and processes. They create, structure and organise movement into form, refining their work in response to feedback and are involved in reflecting, questioning and analysing dance works as choreographers, performers and audience members. They utilise safe dance practices in all work.

Students will explore different movement categories, spatial organisation elements and choreographic processes through technique classes and theory. They will also undertake activities investigating wellbeing and safe dance practices. Students will attend a professional dance performance and undertake a research task exploring the place of Dance in cultural, historical and/or geographical contexts.

Students will be assessed on their ability to express and organise their ideas in dance form, present, perform, respond and interpret a variety of dance works. This will be done through both practical tasks, such as learnt choreography and devised performances, and theoretical tasks, presented in written, oral and multimedia forms.

English as an Additional (Second) Language (EAL)

This unit provides an opportunity to consolidate English skills. Participation in this elective is by recommendation of the Department of Individual Differences and/or the Years 7–10 Learning Coordinator. This elective provides students with the opportunity to focus on:

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

Food for Life

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



French

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

Nature of Australia and Beyond

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

Mysteries of the sea

Students investigate the diversity and interactions in the marine environment through a variety of activities which may include fish dissection, group and individual research tasks and a visit to the Melbourne Aquarium.

Animal behaviour

Students learn about the variety and survival value of animal behaviours. Different types of behaviour are investigated including trial and error learning, classical conditioning and problem-solving. A visit to the Melbourne Zoo to study meerkat behaviour may also take place.

Endangered species

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

Plants and people

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

Life in the Past

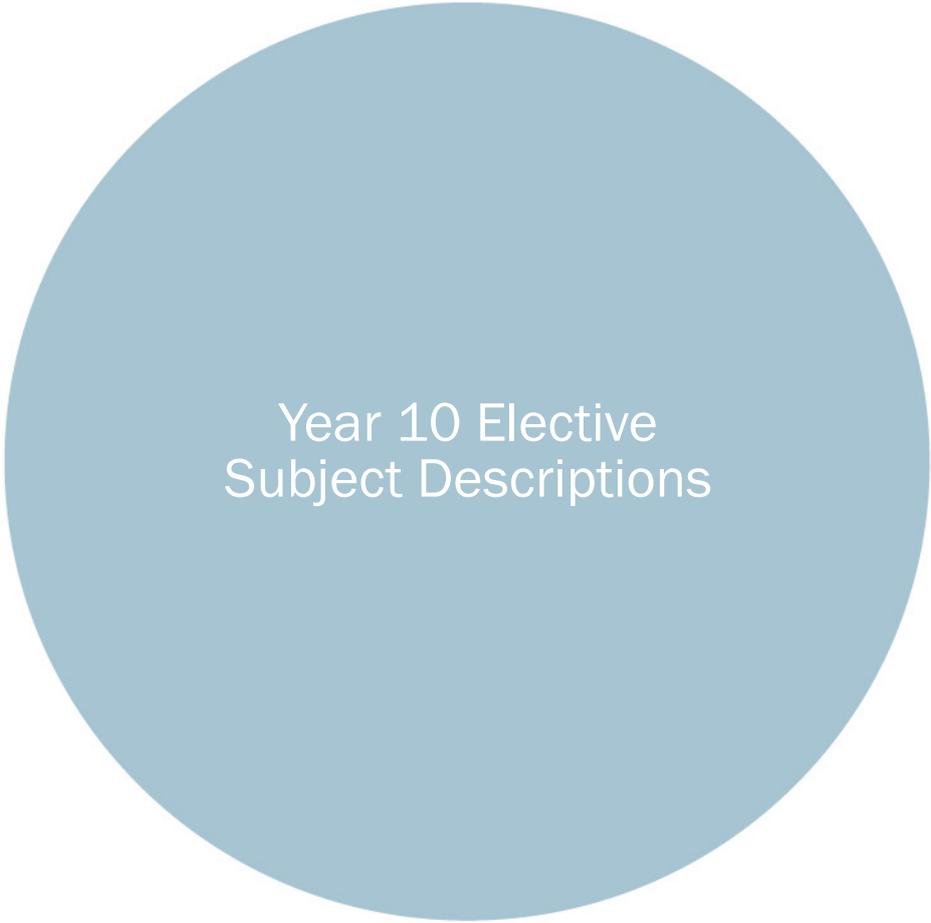
Students investigate fossil evidence to help to build a picture of life in ancient Australia, including dinosaurs and megafauna. They observe and identify fossil specimens, construct a timeline of the history of life on Earth and make their own fossil casts. A museum visit may be arranged.

SUBJECT SELECTION

Subject selection for 2021 will be completed online using the Timetabler site <http://www.selectmysubjects.com.au>

Details will be emailed to each student.

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



Year 10 Elective
Subject Descriptions

Year Long Electives

Art

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

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

Ceramics

This elective expands upon the previous creative and technical experience of Year 9 students. Skills in art writing, as well as visual and critical analysis, are honed further through broader individual research and into art genres - contemporary and traditional. Students are encouraged to express - through writing and discussion - the context and meanings of their own work. Extended experimentation with ceramic materials, techniques and technologies further reinforce the development of problem-solving capabilities applied to the attainment of personal creative objectives. There is a focus on sculpture and increasing scale in their artwork. Students maintain a studio workbook, with annotations of their chosen processes, which records the development of their own artworks.

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

Classical Studies

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

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

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

Commerce

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

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

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

Computer Science

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

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

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

Throughout the year students learn how:

- the Internet works and its impact on society;
- to program and prototype applications to solve problems;
- to collect, analyse and visualise data to gain insight and knowledge;
- to evaluate the beneficial and harmful effects to people and society brought about by computing innovations.

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

This elective provides a pathway for further studies in digital technology.

Design

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

Students use a design process to create and develop visual communications and document this in their visual diary. Students develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief. They acquire the ability to alter and arrange design elements, principles, materials and production methods. Throughout the study students explore manual and digital methods to develop and refine presentations, and develop their creative, critical and reflective thinking.

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

Major tasks may include:

- A folio of freehand drawing and rendering activities;
- Photography and/or Digital Imaging;
- A design folio which responds to brief/s on one, or more of the following areas:
 - Communication Design
 - Industrial Design
 - Environmental Design
 - Research and analysis of work produced by others.

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

Drama

This course challenges students to develop a more sophisticated understanding of Drama through the use of practical activities exploring a range of theatre and performance styles. There is a refinement of acting skills, and further development of design skills through the use of production roles to support performance work.

Students explore a range of acting styles, working on developing both sincere and ‘real’ characterisations using the work from a variety of styles as a basis for character creation and exaggerated archetypes. Students work in different production roles, such as sound, lighting, costume and set design, to explore elements of theatre. Performance work uses a range of contemporary and challenging theatre styles, working individually, in small groups or on large ensemble tasks. Students devise their own work as well as using excerpts from scripts.

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

This Drama course acts as an introduction to VCE Theatre Studies. It would be beneficial for students considering taking Theatre Studies, but it is not a prerequisite.

French

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

Literature

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

Medical Mysteries and Marvels

This course consists of four topics taken across the year. The topics covered include:

Cheating potential global killers

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

Cells behaving badly: what can go wrong?

In this unit students investigate cancer. There is a focus on skin cancer with an emphasis on educating students to be sunsmart. The impact of lifestyle choices, regular screening and early diagnosis is also covered.

Crime scene investigation: forensics and the criminal mind

Students develop their problem-solving skills in the context of solving crimes. Technologies including gel electrophoresis, DNA fingerprinting and blood typing are investigated.

Skin deep

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

Multimedia Art

Multimedia Art students experiment with ideas and stories that manipulate media elements and genre conventions to construct new and alternative viewpoints in images, sounds and text. They plan, structure and design media artworks using Adobe Creative Cloud applications. Units of work are developed around interrelated areas of art; digital photography, video, animation and sound. Students develop the digitising and manipulation of images, enabling them to explore their own ideas and interpret personal issues. Students also build their expertise in areas of video production, multimedia presentation and the use of computers in the art and design industries. Students research and reflect on a range of challenging artworks, and record and evaluate their experiments and progress in their studio workbooks.

Units of work include:

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

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

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

Music Performance

This course is designed to accommodate a variety of individual interests and expertise, as well as preparation for VCE and IB courses. Elements of VCE Music Units 1 and 2 are included.

Students undertake study in the following areas:

- **Performance Skill Development** – Students learn how to plan and prepare a program for a short recital, in both solo and group contexts.
- **Music Theory, Aural Skills and Analysis**
- **Composition and Arranging**
- **Style Study** – Students study the history and analysis of particular styles and genres. Attendance at concerts/shows forms part of this elective.

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

Photography

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

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

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

Sports Leadership

The Sports Leadership elective is an excellent course for students who are interested in taking the next step with their sports participation. It is designed to refine strategies for demonstrating leadership and collaboration skills, and most units of the course provide the opportunity to obtain experience or formal qualifications which can be used to gain employment in various areas of the sports industry. Students will obtain their Provide First Aid Certificate, develop coaching skills via an online coaching course and will work towards the Austswim Teaching qualification. They will obtain practical experience coaching sport for junior students and by participating in ELC swimming lessons.

Textiles and Fashion Design

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

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

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

World Food Traveller

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

SUBJECT SELECTION

Subject selection for 2021 will be completed online using the Timetabler site <http://www.selectmysubjects.com.au>

Details will be emailed to each student.

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

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

Year 9 Curriculum

If selecting one LOTE subject

Core subjects:
 Christian Studies
 English
 Health
 Physical Education
 Geography
 History
 Mathematics
 Science

 OutLook.9 Program



Choose one LOTE from:
 Chinese Continuing
 French Continuing
 German Continuing
 Indonesian Continuing
 Indonesian Beginning
 Japanese continuing
 Latin Continuing



Choose one Arts elective* from:
 Art
 Ceramics
 Design
 Drama
 Multimedia Art
 Music in Multimedia
 Music Performance
 Textiles and Fashion Design



Choose two other electives* from:
 Advanced Computing and Movies
 Art
 Business Computing
 Ceramics
 Classical Studies
 Commerce: Money Matters
 Dance
 Design
 Drama
 EAL
 Food for Life
 Multimedia Art
 Music in Multimedia
 Music Performance
 Nature of Australia and Beyond
 Textiles and Fashion Design

If selecting two LOTE subjects (inc. French)

Core subjects:
 Christian Studies
 English
 Health
 Physical Education
 Geography
 History
 Mathematics
 Science

 OutLook.9 Program



Choose one LOTE from:
 Chinese Continuing
 German Continuing
 Indonesian Continuing
 Indonesian Beginning
 Japanese continuing
 Latin Continuing



Choose one Arts elective* from:
 Art
 Ceramics
 Design
 Drama
 Multimedia Art
 Music in Multimedia
 Music Performance
 Textiles and Fashion Design



2nd LOTE:
 French

* Electives run for one semester only

Year 10 Curriculum

Core subjects:
Christian Studies
English / English EAL
Health
Physical Education
Geography
History
Mathematics
Science



Choose one LOTE from:
Chinese Continuing
French Continuing
German Continuing
Indonesian Continuing
Japanese Continuing
Latin Continuing



Two electives* from the following:
Art
Ceramics
Classical Studies
Commerce
Computer Science
Design
Drama
EAL
Literature
Medical Mysteries and Marvels
Multimedia Art
Music Performance
Photography
Sports Leadership
Textiles and Fashion Design
World Food Traveller

French Continuing

* Electives run for the whole year

All Years 11 and 12 students have a choice of either the Victorian Certificate of Education (VCE) or the International Baccalaureate Diploma (IB). Both programs are normally taken over two years.

Year 11 Core

**Victorian Certificate of Education
International Baccalaureate Diploma**

Faith and Life
Physical Recreation

Year 12 Core

**Victorian Certificate of Education
International Baccalaureate Diploma**

Faith and Life
Physical Recreation

IB

Six subjects are studied over two years in addition to other core requirements, which include:

- Extended Essay
- Theory of Knowledge course
- CAS (Creativity, Activity, Service)

Group 1 – Language A: Literature

English
Other by arrangement

Group 2 – Language B: Language Acquisition

English
French
German
Indonesian
Japanese
Latin
Mandarin

Group 3 – Individuals and Societies

Economics
Geography
History

Group 4 – Experimental Sciences

Biology
Chemistry
Physics

Group 5 – Mathematics

Mathematics HL
Mathematics SL

Group 6 – the Arts

Music
Visual Arts

(or a second subject chosen from Group 3 or 4)

VCE

In addition to an English study in Years 11 and 12 students will usually study 5 Units 1/2 subjects with the possibility of taking 5 or 6 over Years 11 and 12. The following are offered at the Units 1/2 and Units 3/4 level unless otherwise stated.

Accounting

Art

Biology

Chemistry

Business Management*

Economics

Geography

Global Politics*

Health and Human Development

History: 20th Century: 1918-1939#

20th Century: 1945-2000#

Australian*

Revolutions*

Languages: Chinese (Mandarin)

French

German

Indonesian

Japanese

Latin

Legal Studies

Literature

Mathematics: Mathematical Methods

General Mathematics#

Further Mathematics*

Specialist Mathematics

Music: Music Performance*

Physical Education*

Physics

Psychology

Studio Arts (Multimedia)

Theatre Studies

Note:

^Unit 1 or 2 only

Units 1/2 only

* Units 3/4 only



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