
Contents

Introduction	2
College Mission	3
Curriculum Overview	3
The Learning Environment	4
Computers for Learning	6
Personal and Social Development	7
Subjects Descriptions - Core Subjects	
The Arts – Art	10
The Arts – Music	11
English	12
Humanities - Geography	13
Humanities - History	14
Languages other than English (LOTE)	15
Latin	16
Chinese, French, German, Indonesian and Japanese	17
Chinese	18
French	18
German	19
Indonesian	19
Japanese	20
Mathematics	21
Physical Education	23
Religious Education	24
Science	25
Enriching and Supporting the Curriculum	26
Library and Information Services	27
General Information	28
Curriculum Outline Years 7 – 12	29

Introduction

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

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

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

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

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

Mrs Elaine Collin *Principal*

Mrs Carolyn Elvins *Vice-Principal*
are available by appointment.

Ms Marjorie Supple *Director of Curriculum and Learning*
is responsible for course and subject selection, assessment and reporting.

Mrs Lois Hunter *Student Co-ordinator*
has day-to-day responsibility for the pastoral care of the girls and co-ordinates the work of the Form Teachers and Year-Level Co-ordinators.

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

College Mission

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

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, Presbyterian Ladies' 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 potential relationships within family, community and workforce members;
- being active and informed citizens in 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 actively contribute across a range of situations;
- having the confidence to contribute or lead a team in a variety of situations;
- developing an understanding of the present and the past in order to promote responsible and creative attitudes towards the future;
- developing a commitment to service and social justice;
- developing a commitment to understanding, preserving and restoring the natural environment through responsible lifestyle choices;
- promoting a lifestyle that enhances health, personal well-being and the creative use of leisure time;
- having an appreciation of, and confidence to participate in, the Arts.

The Learning Environment

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 intensively or embark on a new field of learning. Students are encouraged to be creative and flexible, independent learners and problem solvers - qualities essential for the challenges of life after school.

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

Years 7 and 8

Dimensions of Learning

Learning involves a complex system of interactive processes, and our classroom practice must reflect the best of what we know about how learning occurs. In Year 7 an essential element of the curriculum is the Learning Teams approach where a small group of teachers work with each form to include the explicit teaching of attitudes, perceptions, and mental habits that facilitate learning. A range of teaching approaches and learning strategies are used to

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

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

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

A complex thinker is

- Creative
- Analytical
- A risk-taker
- A problem solver
- Metacognitive

A self-directed learner

- Sets goals
- Is inquisitive
- Is persistent
- Is a decision-maker
- Is reflective and evaluative



The Years 7 and 8 curriculum can be shown diagrammatically. The students' intellectual, social and emotional development is central to the curriculum. All students study the Arts (Music and Art), English, Humanities (History and Geography are taught as separate subject areas), Languages other than English (LOTE), Mathematics and Science. Computing is integrated across the curriculum.

The curriculum is responsive to present and future conditions such as the rapid pace of technological change, global environmental issues, the changing nature of social conditions, inter-dependence in the global economy and cultural diversity and is based on sound classroom pedagogy and educational research.

Computers for Learning

Presbyterian Ladies' College believes that computer technologies should be used to assist and support the learning process for all students across the curriculum in a dynamic, co-ordinated approach. Each student develops a wide range of computer skills and is provided with the opportunity to apply these skills within subject work. Innovative and creative projects enable students to exploit the learning potential that technology provides. Subject teachers, in conjunction with specialist teachers and technical support staff, introduce an increasingly sophisticated range of computer hardware and software as tools for learning. New students at all levels are provided with individual assistance to enable them to develop effective computer skills.

For those students who wish to explore further, specialise or refresh, elective courses in computing are offered in Years 9 and 10. The College provides the latest computer hardware and software for all students and constantly upgrades its computing resources. Students have access to an extensive number of desktop and laptop computers throughout the College as well as printers, scanners, digital cameras and a high-speed connection to the Internet. Student work and subject tasks are stored in personal server folders with multimedia work published on the school Intranet. A 'library' of over 260 laptop computers enables use in the classroom, when required. An Acceptable Internet Use Policy applies.

Computer Learning Skills in Year 7

Computer Learning Skills provides a toolkit of computer skills and elearning experiences for each student. The course provides sound technical skills, particularly in desktop publishing, multimedia and the Internet. Tasks are planned to support individual learning rates and each task provides extension activities that encourage creativity, innovation and interest. Developing work strategies such as planning, drafting and debugging are important aspects of the learning approach.

Students completing Year 7 learn to use the most commonly used programs in the College with confidence and skill, and to be able to select the most appropriate program for each particular task.

Course outline

- web page construction, scanning, digital photography and multimedia authoring to construct and manage a personal web site on the school Intranet;
- in conjunction with the Art department, development of graphic art drawing skills;
- in conjunction with the English Department, an introduction to, and development of, animation, word processing, presentation, visual analysis and desktop publishing skills;
- in conjunction with the Geography and Mathematics Departments, the development of spreadsheeting skills;
- in conjunction with work done by the History, Geography and English Departments and within the Library, an introduction to, and development of, Internet research and communication skills.

Computer Learning in Year 8

Computer skill development and elearning experiences continue through the Religious Education course. Further skills in word processing, desktop publishing, graphic drawing, visual analysis, web authoring and digital information processing and movie making, are developed in support of subject project work that facilitates creative work by all students. Students manage their own website on the school Intranet. Skill development also continues with spreadsheets in Mathematics and graphic drawing in Art. All skills are applied purposefully across subjects.

Personal and Social Development

Rationale

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

- adjust to profound physical, emotional, social and intellectual changes as they grow towards 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 their own sense of identity;
- have opportunities for establishing and maintaining friendships;
- explore leadership challenges;
- achieve personal success.

A coherent, well-developed personal development program incorporating these ideas is essential if students are to achieve their potential. Thus, at each year level, special topics and issues are provided both within standard school subjects and in special programs, according to the needs of students. Like Australia, the College is a multicultural society, so a framework is provided wherein girls are exposed to a variety of viewpoints and in which they learn to understand and appreciate the rights, beliefs and needs of others.

Year Level Co-ordinators work closely with the Curriculum and Student Co-ordinators, the Counsellors and classroom teachers to develop, provide and evaluate these programs.

Focus at Years 7 and 8

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

Key life skills are integrated into the curriculum through the Learning Teams approach in Year 7 and through the personal and social development program across both year levels.

Transition Program

This begins in November with an Orientation Day. A Welcome Day is held at the beginning of Term 1, prior to the other year levels starting the school years. These informal get-togethers help to establish relationships between girls, parents and staff. Parents are encouraged to meet with the Learning Teams staff at the school picnic, which is held early in the school year, and at Year 7 Cocktail Parties.

New girls into Year 8 are welcomed at the New Girls' Evening held in October of the previous year. They also start their school year on Welcome Day. Buddies are assigned to new girls to help with orientation and transition into the College.

Personal and Social Development (continued)

Overview of Key Features of the Program

Year 7

Form Period

In addition to the twice-daily form assemblies, in Year 7, a 50-minute form period is held with the Form Teacher once each cycle. This time is used to

- build a confident relationship with the Form Teacher;
- familiarise the teacher with the student and the student with the College;
- organise and use Record Books effectively;
- deal with administrative issues and school procedures, such as excursions, newsletters, lateness, coping with illness at school and homework;
- encourage students to participate in extra curricular activities;
- introduce students to study and personal management skills appropriate to the Senior School;
- foster involvement in Service activities.

Peer Link

During Terms 1 and 2, the Year 7 students meet with their Year 10 Peer Link leaders who conduct activities to assist the new girls to adapt to the Senior School. Activities include games, discussions aimed at developing trusting friendships and preparation for camp.

Outdoor Education

Year 7

During Term 1 all Year 7 students take part in a five-day camp, held at Camp Jungai, near Eildon. Activities are designed around challenge and co-operation and include bush walking, overnight camping, a rock journey in the Cathedral Ranges, a raft trip on the Goulburn River, canoeing, and aboriginal cultural sessions. The program aims to introduce girls to a number of basic skills in the outdoors, providing a basis for the future. Emphasis is also placed on increasing independence and on socialisation, with opportunities for mixing and extending friendship groups. Evening activities reinforce co-operation through Learning Teams activities. Year 10 students are involved in a leadership role during the program, which is run by OEG (Outdoor Education Group) and PLC staff. An information night is held for parents prior to the camp.

Year 8

The Year 8 program builds on the basic outdoor skills learnt in Year 7. The focus is on the coastal environment as an outdoor classroom. The week is divided between Wilson's Promontory and the Waratah Bay area of the Gippsland coast. Forms are split into two groups of 10-12 students and each group is accompanied by a PLC staff member and led by an OEG (Outdoor Education Group) staff member. The girls spend four nights camping in tents at camping sites, and the program includes bushwalking (both with packs or day packs), beachcombing, surfing, canoeing and marine and environmental education sessions. The emphasis is on creating a sense of community, developing initiative, understanding leadership, and increasing independence. Preparation sessions at school cover information on equipment, clothing, hygiene, cooking and the activities. An information night is held for parents.

Religious Education

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

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

Year 8

Skills for Living

The Skills for Living program takes place over three separate days throughout the year. Small group discussions, role-plays and guest speakers provide the stimulus for issues to be explored. Initially building on the camp experience, this program

- promotes effective communication between individuals, peer groups and families;
- explores the role of advertising as it affects our decisions and behaviour in everyday life;
- examines the rights and responsibilities of members of the school and citizens of the wider community;
- emphasises the value of relaxation and fitness through self-defence, aerobics and other physical activities.

Extra Activities

Opportunities to practise communication, organisation and leadership skills are regularly provided throughout Year 8. These include

- conducting year-level meetings;
- writing scripts, preparing music and dance, making costumes, producing, directing and stage-managing for special drama activities across subject areas;
- preparing for Outlook9.

Service

A fundamental principle of the College is care and concern for others and service towards them.

These values are expressed

- in school assemblies;
- through the practical operation of the welfare policy;
- in particular curriculum areas such as Religious Education and Year 9 Community Action;
- through special fund-raising efforts by each year level. Throughout the year, each of the year levels takes responsibility for investigating a worthy cause of their choice and organising fund raising activities to involve the whole school in their particular project.

Each year thousands of dollars are distributed to deserving organisations through the students' efforts.

Co-Curricular Program

The House System

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

There are many House activities: the Athletics and Swimming Sports, House Concerts and Theatre Sports, debating, public speaking, team sports and chess. House activities are organised by the House Captains who have been elected by the other members of their House. In addition to the Senior Captain and two Vice Captains who are Year 12 students, the girls elect an Intermediate Captain from Year 10 students in each House and a Junior Captain from Year 8.

Sport

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

Sports include:

- | | | | |
|-------------------------|-------------------|-----------------------------|--------------|
| • athletics | • skiing | • aerobics | • swimming |
| • water polo | • diving | • tennis | • basketball |
| • netball | • hockey | • cricket | • gymnastics |
| • soccer | • badminton | • golf | • volleyball |
| • fencing | • surf lifesaving | • indoor cricket | • softball |
| • cross-country running | • equestrian | • Australian Rules football | • taekwondo |
| • synchronised swimming | • cheerleading | • triathlon | • rowing |
| • squash | • dancesport | | |

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. In addition, girls may learn an instrument from our professional team of music teachers. All orchestral and band instruments as well as piano, organ, harpsichord and voice are available. The music program caters for musicians of all abilities, from beginner to L.Mus.A. standard. Membership of ensembles and choirs is open to all interested students. Students who learn an instrument 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;
- Speech Night in the Melbourne Concert Hall;
- a weekly music assembly in Wyselaskie Hall;
- lunch-time 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 wide diversity of activities, clubs and committees that include:

- | | | | |
|-----------------------------|-------------------------|------------------------------|---------------------------|
| • Amnesty International | • Chess Club | • Scripture Union in Schools | • Theatrical Productions |
| • Debating | • Environment Group | • Library Committee | • Horse Riding Group |
| • 'Patchwork' Committee | • Bushwalking | • Dressmaking | • Public Speaking |
| • Pound Committee | • Social Work Committee | • Future Problem Solving | • New Students' Committee |
| • Duke of Edinburgh's Award | • Combi-Nations | | |

The Arts - Art

Structure of Art in Years 7 and 8

In Years 7 and 8, Art is part of the core program. Art is divided into Art I and Art II. In Art I - painting, drawing and print-making - students remain in one group with one teacher for the year. Art II - textiles, sculpture, ceramics and multimedia - is taught as four semester-based units over two years.

Overall philosophy and aims:

- to make all art classroom experiences exciting, challenging and rewarding for each student;
- to introduce students to a wide range of art materials, tools, materials, techniques and processes;
- to develop a range of strategies, models, approaches and techniques to increase students' artistic confidence, awareness and competence;
- to develop in each student the personal qualities of persistence, patience and self criticism;
- to enrich and vary the repertoire of experiences and imagery of each student with emphasis on exploration, skill development and reflection;
- to encourage students to appreciate and understand how artists from different eras and cultures have approached similar artistic processes and expressions;
- to learn about traditions of craftsmanship and respect and care for equipment and materials.

Art I

Painting, Drawing, Print-making

Projects investigate a range of media, techniques and concepts with emphasis on exploration, creativity, imagination, participation and enjoyment.

Over the two years students develop an understanding of the fundamentals of design and an investigative approach to working with a range of media and acquire sufficient technical skills to produce works of quality. Students discover a sense of enjoyment and pride in working to the best of their ability individually and co-operatively with others in projects. In class students are encouraged to develop a strong art vocabulary which allows them to talk knowledgeably and confidently about works of art.

Art II

Textiles, Ceramics, Multimedia and Sculpture

Textiles

Through a range of projects, students will experience basic design and construction skills in textiles. Emphasis will be placed on strong use of art elements and principles and creative, imaginative interpretations of the projects. Some projects will be linked to research into a culture or technique.

Ceramics

Students are introduced to basic ceramic building methods - pinch, coil, slab and moulded construction. Decorative skills include glazing, and underglazing decoration. Emphasis will be placed on creative, imaginative interpretations of the projects.

Multimedia

Students are introduced to the fundamentals of Fireworks and Photoshop. Students also learn how to use the digital camera and scan and manipulate images. They investigate the capabilities, limitation and versatility of the computers as a tool for creating artworks, animations and desktop publishing.

Sculpture

Students will manipulate a variety of materials to form three-dimensional objects and render their surfaces through consideration of art elements and principles as well as historical or cultural contexts. Emphasis is placed on finding practical and imaginative solutions to the technical and conceptual problems presented by project briefs.

The Arts - Music

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

This study is designed to enable students to

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

Year 7

Music and movement

Folk Dances from a number of countries are learnt – their structure and form is explained and students create movement in a similar style.

Aural awareness

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

Graphic notation

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

Creative, rhythmic and melodic work

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

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

The class listens to many compositions from different historical periods analysing the form and structure and developing an appreciation of these major works of Western music.

Integrated curriculum

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

Instrumental tuition

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

Year 8

Jazz

The history of jazz is studied from its roots in Africa to the present day. This includes students composing a song in Blues style.

Aural awareness

Skills studied in Year 7 are extended whereby students can undertake both melodic and rhythmic dictation.

Music appreciation

Students listen to a variety of music styles developing their skills of analysis in relation to form, texture and instrumentation. These styles include a study of the Broadway musical and film music.

A history of women composers is undertaken, with special attention to PLC Old Collegians.

Integrated curriculum

The music school works in collaboration with the History and English departments to present the Elizabethan Festival and with the English department is the Year 8 Drama Festival.

Instrumental tuition

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

English

The English curriculum aims to develop in students

- the ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- a knowledge of the ways in which language varies according to context, purpose, audience and content, and the ability to apply this knowledge;
- a sound grasp of the linguistic structures and features of standard Australian English and the capacity to apply these, specifically in writing;
- a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience;
- the capacity to discuss and analyse texts and language critically and with appreciation;
- a knowledge of the ways in which textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

Year 7

This is a transition year for all Year 7 students, and English plays an important role in their socialisation, both within the class, with their teachers, and on a broader level, as they move into the wider Senior School community. Initially, therefore, and because English is essentially an interactive subject, a good deal of class time is given to 'getting to know you' activities in both the written and oral modes of language, using both small and whole class groups.

The English curriculum is literature-based and aims to develop the reading and viewing, writing, and speaking and listening abilities of the student. This involves using literature and the student's own experience as the basis for units of work, while allowing room for thematic studies. The integration of skills development is a major element of this literature-based approach.

There are however single lessons, or short series of lessons, which are designed for particular purposes, for example drama productions, or the development of particular skills. One period per rotation is devoted to the use of information technology in English. Knowledge, understanding and skills are developed in drafting and expressing ideas through information processing and multimedia publishing. They are exposed to the methodology of searching and critically evaluating the World Wide Web. A multimedia project in Term 4 represents the culmination of work in this area. A co-operative approach to, and responsibility for, learning is encouraged.

Teachers choose from a range of texts and units of work to implement and develop the skills outlined above.

Year 8

The Year 8 English course aims to foster further the use of the imagination and language as tools for creativity and the expression of the personal response. It also aims to develop in the student the ability to take an analytical stance when discussing issues and texts, to use the skills of criticism, to listen to others, to be ready to exchange ideas orally and to begin to develop the facility to use these in writing. A literature-based approach continues to be taken in the study of English, with specific skills development arising out of the study of both written and visual texts. Aspects of technology are used to enhance students' skills in this subject. Teachers choose from a range of texts and units of work to implement and develop the skills outlined above.

Humanities - 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, and especially within the Asian region, 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 pleasing arrangement of material;
- develop independent research skills.

Year 7

Finding our way through life: maps, environments and PLC

Creating maps and learning the rules of construction introduces students to the notions of place, scale, location, distance, direction and topography.

Is the desert just a sea of sand?

Students learn the climatic conditions for the existence of deserts and how to construct climatic graphs to describe them. Life in deserts, especially how plants and animals adapt to survive the arid conditions, forms a special focus. Students develop their creative talents by participating in group research to present at Desert-o-rama.

Journey through the atlas

Students take a journey through their atlas to discover their world. Concepts of time and latitude and longitude are developed.

Close encounters with our past, present and future?

Field work at the Melbourne Cemetery and the Victorian Market allows students to observe, count and interview in an effort to gain first hand information about the origins of Australian Society. A feature of this topic is the multimedia presentation of results.

Finding new horizons

Some of the countries of origin of migrants are studied through maps, observation and research as well as interviews with recent migrants. A special feature of this course is the preparation of food from the country chosen for research.

Australian landscapes - web wonders

Through an interactive series of sheets, students develop an understanding of the fascinating and unique aspects of Australia.

Year 8

Surfin' PLC

In this topic, students learn to describe various types of coasts and the processes, which lead to their formation. Waves, prevailing winds, people pressure and variation in rock types are some of the influences studied. Fieldwork around the Mornington Peninsula enables first hand data gathering. Of special importance is the understanding of ways in which degraded coastal areas can be rehabilitated.

'A tall storey' - tropical rain forests

In contrast to deserts, the abundance of animal and plant life in rainforests is recognised with a special look at threats to its continued existence.

Our nearest neighbours

In the Asia-Pacific region with a focus on Indonesia, New Guinea and New Zealand, different aspects of living standards are studied with a special look at factors, which may account for any differences.

It's your choice: set your own geographic topic

The emphasis here is on individual research. Students are encouraged to define their own investigation of an approved topic by designing a logical set of key questions arranged in sequence. Research skills are taught to enable students to complete this major study successfully.

Environments on the move

Is there a reason for the distribution of volcanoes over the Earth's surface? Is there a link between volcanoes and earthquakes? In studying plate tectonics, students begin to understand underlying theory associated with these phenomena. Graphic descriptions are studied to try to discover what it is like to experience these events.

Humanities - History

The History curriculum from Years 7 to 10 is designed to develop historical skills and give students the opportunity to gain knowledge and understanding of a wide range of eras and cultures. Students are exposed to both thematic and chronological histories, including the history of the College, family history, history of Melbourne, Australian history and World history. The teaching of History is active and interactive and the methodology includes a range of techniques and strategies to enrich students' experiences. Film sources, visual sources, role-play, debates, festivals, interviews (real and imaginary) are used together with traditional literary sources. In addition, multimedia, the Internet, desktop publishing and computer simulation games are incorporated into learning activities.

Assessment in History is designed to reflect the skills and content of the courses with emphasis on a variety of assessment tasks. At all year levels, students are assessed on

- their understanding of key historical content and concepts;
- their ability to work with evidence, which involves research skills, analysis, synthesis and empathy;
- communication skills - oral, written, graphic and multimedia.

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

Year 7

What is History ?

- Time: Exercises using timelines;
- Observation; spotting the differences; anachronisms;
- Time capsule: collecting personal items for the time capsule (to be opened in Year 12).

PLC history

A study of the history of the school through evidence from a range of sources including primary (old school magazines dating from 1875 and artefacts), secondary (the two official school histories), and visual (observation and portraits). A case study of the memorabilia of a student in the 1960s is also included and an archives activity allows some appreciation of life at PLC in the past.

Marvellous Melbourne

Following the study of PLC history, students look at Melbourne in the late 19th and early 20th centuries, focusing on a family living in St Kilda – the Hopkins. They also study primary sources about problems with drainage and sanitation in the city at this time. Analysis of Lonsdale Street is included.

Archaeological mysteries

Iceman or Tollund Man.

Ancient civilisations

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

Year 8

Medieval Britain

Skills of using evidence are further developed by a study of Britain from 1066 to the 17th century.

1066 Battle of Hastings - a study of the battle using the Bayeux Tapestry. The students respond by continuing the story by designing an imaginary scene. A study of medieval Britain follows with an analysis of the film 'Ivanhoe' and an assignment investigating knights, tournaments, castles and the role of women.

War of the Roses and Tudor England

Using multimedia, students construct an historical problem about why Henry VIII needed six wives, or, did Richard III kill the princes?

Mary, Queen of Scots - a film study and evidence investigation.

Great Discoveries - Columbus, Magellan and Vasco da Gama or the Renaissance in Europe.

Elizabeth I - Elizabeth as Queen and Elizabethan life. Preparation for the Year 8 Elizabethan festival.

Early Stuart monarchs

James I and Charles I and the Civil War.

Languages other than English (LOTE)

Structure of the program

This section outlines the overall structure of the Languages other than English (LOTE) program in Years 7 to 10 at the College. Specific details about the languages offered at each year level are included in the relevant year level section.

At PLC, all students are expected to study two languages in Years 7 and 8 and at least one language until the end of Year 10. The College offers six languages: **Chinese, Latin, French, German, Indonesian** and **Japanese**. These languages are offered at a beginning level at various year levels and all can be taken through to Year 12. The following table indicates pathways and entry points for the six languages.

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

B - Beginners (indicates an entry point)

VCE - Victorian Certificate of Education

C - Continuing (indicates an ongoing pathway)

IB - International Baccalaureate

At Year 7, French will be either at the beginner level, or at continuing level for students who have studied French in the PLC Junior School or at another primary school.

Since the two languages selected by girls will be continued for at least two years, it is important that careful consideration be given to choices. Every language offers something unique in its linguistic and cultural foundations.

It is recommended that girls

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

Students, who arrive new to the College in Year 8, may not have sufficient background knowledge in two LOTEs. If this is the case, the Director of Curriculum and Learning may recommend that a student take Cultural Studies instead of a second LOTE.

At **Years 9 and 10**, all girls are required to study one of the core languages. They may also continue with another language through the elective program. Since it is not possible to offer all combinations of languages, the following chart of Years 9 and 10 language offerings need to be taken into consideration when making language choices in Year 7.

Core	Chinese	French	German	Indonesian	Japanese	Latin
Elective		French	German			Latin

It should also be noted that elective LOTE classes can only be offered if there are sufficient enrolments. Subject selections of students and enrolment numbers may mean a core LOTE is sometimes only offered as an elective.

Regardless of entry point, motivated students are equipped to undertake language study in the Victorian Certificate of Education (VCE) or the International Baccalaureate (IB) in Years 11 and 12. A language is a compulsory subject for the IB Diploma. However, Year 10 Beginner German students wishing to continue with their German studies in Year 11 will require their German teacher's recommendation. There may be some timetable constraints, which affect the possibility of studying two LOTEs in their senior studies.

Overall philosophy and aims for language learning

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

- develop their ability to 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.

Languages other than English (LOTE)

Latin

The course enables students to read Latin and to develop an understanding of 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 their influences on Western culture.

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

Year 7

First year of learning

Stages 1-12 of the Cambridge Latin Course.

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

Special activities linked to Roman customs such as banquets, games and plays are incorporated into the year's activities.

Year 8

Second year of learning

Stages 13-20 of the Cambridge Latin Course.

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

Special enrichment studies include the scientific naming of animals and a Zoo visit, an overview of the Roman Provinces and the Seven Ancient Wonders of the world.

Languages other than English (LOTE)

Chinese, French, German, Indonesian and Japanese

In Year 7, beginning students will develop their ability to do the following:

- initiate and respond to personal contacts;
- reply to and ask simple personal questions of others;
- express simple personal wishes, desires, likes and dislikes;
- ask about and describe a few everyday items;
- ask for, understand and give some simple factual information;
- give and carry out some simple instructions;
- analyse and convey simple factual information;
- understand and convey simple descriptions;
- understand and respond to simple imaginative pieces at a level appropriate to their language development;
- appreciate music, dance, art and artefacts of the cultures using the language being learned.

In addition, students of Japanese will learn the Hiragana characters and some Kanji and students of Chinese will learn simplified Chinese characters.

In Year 8, as well as building on and increasing the demands of the outcomes, which they have undertaken in the previous year, students will focus on the following:

- maintain a short personal conversation or interchange;
- talk and write about themselves in an increasing range of everyday situations such as covered in the topics listed for the year in the specific languages;
- express some simple personal intentions;
- arrange a personal activity;
- express some personal feelings;
- talk and write about an event in some detail;
- make and convey a decision about some factual information;
- research some simple factual information;
- create simple imaginative pieces;
- appreciate imaginative language.

Languages other than English (LOTE)

Chinese

Year 7

Topics

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

Linguistic elements

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

Year 8

Topics

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

Linguistic elements

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

Languages other than English (LOTE)

French

Year 7

Topics

- school
- leisure - sport, music, holidays
- family: life, description
- food
- celebrations
- nationalities
- professions
- time

Linguistic Elements

- verbs - regular, irregular
- present tense, imperative
- possessive adjectives
- negative adverbs
- adjectives
- questions
- articles
- reflexive verbs

Year 8

Topics

- clothes
- television/cinema
- hobbies
- food
- daily routine/weather
- festivals/holidays
- shops/city
- transport - asking for directions
- pocket money
- communication by telephone

Linguistic elements

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

Languages other than English (LOTE)

German

Year 7

• Topics

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

Linguistic Elements

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

Year 8

Topics

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

Linguistic Elements

- time expressions
- word order
- present tense
- cases: nominative, accusative
- pronouns, possessive pronouns
- modals
- co-ordinating conjunctions
- irregular verbs

Languages other than English (LOTE)

Indonesian

Year 7

Topics

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

Linguistic elements

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

Year 8

Topics

- shopping at the market: bargaining techniques, describing quality, money
- colours
- indicating wants and need
- fruit and food
- office hours and routines
- occupations and careers
- ambitions
- entertainment: invitations, expressing interest, leisure time activities
- sightseeing in the city: directions, finding your way
- addresses, penfriends, making reports

Linguistic elements

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

Languages other than English (LOTE)

Japanese

Year 7

Topics

- greetings and set expressions
- telephone numbers
- addresses
- pets and animals
- counting 1 - 200
- age
- birthdays
- likes and dislikes
- family
- in the classroom
- personal information
- nationality, country of origin
- culture projects

Linguistic elements

- word order
- forming negatives
- possessive
- forming questions
- hiragana script
- kanji script (16 characters)
- counters – people, pets
- eliciting agreement
- adjectives
- read and write hiragana script
- express preferences
- frequency
- particle use: basic

Year 8

Topics

- asking and telling the time
- days of the week, dates, months
- hobbies and interests
- transport
- daily activities and food
- travel
- sports
- body parts
- colours
- culture projects

Linguistic elements

- read and write katakana script
- read and write 10 kanji
- adjectives – past forms
- particle use
- positive and negative statements
- counters
- verbs present, past and negative
- from, to
- expressing opinions
- connectives

Mathematics

The Structure of the Mathematics Program

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

In Years 7 and 8, students are grouped into three bands with all students studying the same core material, as it is on the basis of the core that the following year's work is built. **Band 1** classes are made up of students who work quickly and independently. These students are extended beyond the core material, are exposed to learning activities that require considerable analysis and synthesis, and are exposed to a significant amount of extension work. **Band 2** classes move at a slightly slower pace and are of medium size to enable more individual attention by the teacher. **Band 3** classes are quite small to enable individual attention to be given to students who need reassurance and extra assistance to overcome gaps or weaknesses in their prior knowledge as well as meeting new material at a suitable pace.

Students entering Year 7 at the beginning of the year work in their form groups for about a month to facilitate settling into the life of the Senior School. They are then tested using two papers with one focusing on skills developed in primary school and the other on problem solving. Allocation to the bands is made on the basis of these test results but it must be emphasised that the composition of these groups is flexible to allow movement, where appropriate, between bands.

At Year 8, new students are tested on entry using two tests to ascertain development of skills associated with the previous school year's learning in mathematics and innate mathematical ability. Allocation to the bands is made on the basis of these test results but it must be emphasised again that the composition of these groups is flexible to allow movement, where appropriate, between bands.

From Year 9, an **acceleration program** is available for those who have shown aptitude and high levels of achievement in all areas of the mathematics curriculum. These students undertake to study the content of Years 9 and 10 in one year and then in Year 10 they have the opportunity to study VCE Mathematical Methods, Units 1 and 2. When these students are in Year 11, they have the choice of broadening their curriculum by taking another Year 11 subject or doing Mathematical Methods Units 3/4 and broadening their choice at Year 12. At Years 9 and 10, **enrichment classes** are also offered and these enable talented students to learn at a faster pace and to greater depth than the other bands. At Year 10, a class also operates for students for whom the traditional Year 10 courses are inappropriate. Its structure and content prepares students for General Mathematics and Further Mathematics at Years 11 and 12, respectively.

Pathways in Mathematics from Years 7 to Year 10

Year 7

Band 1	Band 2	Band 3
--------	--------	--------

Year 8

Band 1	Band 2	Band 3
--------	--------	--------

Year 9

Acceleration	Extension	Band 1	Band 2	Band 3
--------------	-----------	--------	--------	--------

Year 10

VCE Mathematical Methods 1&2	Extension	Band 1	Band 2	Maths (General)
------------------------------	-----------	--------	--------	-----------------

During each Mathematics period for Years 7 to 10, one teacher is assigned to the Mathematics Room. This teacher is available to give individual attention to students who have missed key lessons and need assistance to catch up. They work closely with the other teachers at that year level to provide appropriate assistance. They are also available at lunch times to senior students seeking assistance with mathematics.

Mathematics

Year 7

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

The introduction of sets allows students to develop an understanding of Venn diagrams, used also as a technique in thinking skills. Set notation is introduced along with the concepts of union and intersection, which link to probability in later years. The development of location involves the linking of the Cartesian plane, later used with directed number and linear graphs, and bearings.

Graph work involves the interpretation of graphs and choice of appropriate graphs. Students use Excel to create appropriate graphs for a range of sets of information, give reasons for their choice, and then investigate aspects of the data.

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

The study of geometry focuses on conventions associated with measuring and classifying angles, triangles, quadrilaterals and other polygons. Geometer's Sketch Pad is used to develop some of these concepts and skills.

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

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

Year 8

In all topics, attention is paid to revision of concepts and skills introduced in the previous year to provide a foundation for new learning. Further detail can be found by studying the outline of study for Year 7.

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

Angle properties of parallel and intersecting lines are important for this level's study of geometry. Geometry software is used to develop concepts and skills associated with planar shapes. The study of three-dimensional geometry is extended.

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

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

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

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

Students engage in a range of problem solving experiences to learn concepts and to apply their mathematical knowledge in unfamiliar situations including the use of spreadsheets. They are given opportunities to participate in a range of problem solving activities including the Maths Challenge (Band 1 only), the Melbourne University Mathematics Competition (Band 1 only) and the Australian Mathematics Competition. Teams also compete in a Mathematical Games Day.

Physical Education

Year 7

Physical Education classes in Year 7 are primarily aimed at developing confidence, an enjoyment of being physically active and improving motor skills. Students are introduced to a range of skills through participation in a variety of physical activities. These include athletics, ball skills, racquet skills, hockey, netball, gymnastics, basketball, soccer, dance and softball. They have the opportunity to practise and apply these skills during drills, games and modified sports, both in class and in organised game play during form sport and House sport.

Students participate in the aquatics program throughout the year. In aquatics, emphasis is placed on water safety and improving stroke technique. They are also introduced to diving and water polo.

Year 8

Year 8 students will be introduced to several new skills and sports including volleyball and badminton. Development of ball skills and applying them to modified games and sports are emphasised. Other activities include athletics and basketball.

Students participate in a dance unit in which they experience dances through the ages such as waltz, rock'n'roll and disco dancing. Individual movement skills are further enhanced during the gymnastics unit. In aquatics the students' stroke technique and survival strokes are extended.

Religious Education

Year 7

Objectives

- to develop an awareness of the Bible as a 'library of books';
- to present Jesus as a source of hope and of new life;
- to emphasise the relevance of Jesus teachings;
- to encourage students to model their own values and attitudes on those of Jesus;
- to encourage students to share with others their own beliefs, hopes and ideals, in an atmosphere of mutual respect and tolerance;
- to create an atmosphere in which students will feel free to make a faith response.

Course outline

This course begins with an introduction to the Bible, including a study of some of the stories of the Old Testament with a focus of how God conveys his message to people. It continues with a study of the life and teachings of Jesus so that students become informed about the events described in the New Testament and the people, lifestyle and values of the time. The relevance of the teaching of Jesus for people of the twenty first century is explored.

Year 8

Objectives

Many objectives are similar to, and some indeed are the same as those of the Year 7 course, with the following added:

- to demonstrate that the Bible deals with real people; to emphasise the beliefs and practices which are common to all denominations of the Christian Church;
- to help students understand differences in beliefs and practices between the denominations and between different groups within the one denomination;
- to increase students' understanding of the work and life of churches today and their involvement in today's society.

Course outline

The Year 8 course relates very closely to where students are in their personal development and deals with aspects of growing up, such as anger and learning to forgive. This leads to a study of significant individuals in the early Christian church and of the growth of the church throughout the centuries. The course then focuses on investigating the life and work of Christian churches in Australia today; this includes a church visit by each student and exploration of church web sites.

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

Year 7

In Year 7, the focus is on *Science Skills*. Students become familiar with the use of scientific equipment and are introduced to laboratory safety.

Let's do Science

Students are introduced to commonly used items of scientific equipment and are taught how to use them safely. The concept of variables and controls in experiments is introduced in a practical situation.

All mixed up

Students explore various methods of separating mixtures such as solutions, emulsions, and suspensions.

We think mice are rather nice

The highlight of this introduction to mammals is the care and responsibility for a pair of mice, one male and one female. The students develop observational and research skills as they observe and record the behaviour of the mice and, hopefully, their pups over about a four-week period.

How life begins

Having discussed reproduction in mammals, students learn about reproduction in humans. Students develop an understanding of how their bodies change through puberty, the male and female reproductive systems, conception, pregnancy and foetal development.

What we cannot see

Students use the microscope, prepare wet and dry slides and learn to use a minigrid. They investigate the features of living things, compare plant and animal cells and study a single-celled organism such as the paramecium.

The heart of the matter

The behaviour of the world around us is explained in terms of particles. The arrangement of particles in solids, liquids and gases; the behaviour of particles as materials freeze, melt, condense and evaporate, and the effects of air pressure, are all explored.

Flower power

Reproduction in plants is studied and compared with that in mammals. Students apply a simple key to classify plants and look at structural adaptations.

Year 8

In Year 8 the focus is on the *Methods of Science*. Students will have the opportunity to design their own experiments and will perform one major experimental research project. Students also develop their skills in web page design through an investigation of sound.

The sound of music

The origin of sound is vibration. These vibrations are propagated in air as waves. Students explore scientific aspects of music and musical instruments and present their work on a multimedia web page.

Eureka!

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

Chemistry in the home

The properties of acids and bases and their use in the home will be explored. Students will be expected to make an acid / base indicator at home.

Gemstones

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

Spineless creatures

Insects, worms and other creepy crawlies will be used to explore the concept of adaptation. Students will also be studying the ecology of an invertebrate community such as a compost bin.

Toys and tools

An introduction to forces, simple machines and mechanical advantage will be made. Students will learn how simple toys and tools work through construction of simple models.

Banking on blood

By asking the question: "Why give blood?" the structure of blood, the heart and the circulatory system are investigated. Students will do experiments involving pulse rate and blood pressure. They research a disease or disorder of the circulatory system.

Enriching and Supporting the Curriculum

The College seeks to encourage and nurture individual potential by developing in each girl a love of learning and an enthusiasm for study. The Department of Individual Differences assists in the identification of the learning needs of students and makes this knowledge available to class teachers across the curriculum. It also provides flexible programs and courses of study to support and extend the work of the classroom teacher. Opportunities to experience and develop advanced thinking skills are available through courses of extension studies and co-curricular activities such as the da Vinci Decathlon.

Support education

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 level. Students may be self-referred or recommended by subject teachers or pastoral care personnel. Support may also follow parent requests for assistance.

Programs

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

Academically highly able students

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

Programs

• Year 7 The Community of Inquiry

This course introduces students to the fun and challenge of doing philosophy. They will learn about the lives of famous philosophers and their views, be involved in thought experiments and examine moral and ethical dilemmas. They will be encouraged to be responsible thinkers to defend their own points of view.

• Year 8 Knowledge and Culture

This course explores different aspects and theories of intelligence, including multiple intelligences, IQ, emotional intelligence, and learning styles. Students also investigate issues of cultural identity. These topics and issues enhance the students' understanding of themselves as learners with the capacity to make a difference, both in the school and in a broader cultural context.

English Second Language students

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

Programs

- An Overseas Students' Orientation Program is offered at the start of each term, subject to sufficient numbers, for girls arriving new to the country and the school.
- English as a Second Language courses of study are available to recommended students in the core and elective curriculum. These courses offer individualised assistance in the areas of oral language, reading and writing. Each student follows a program designed to develop competence and confidence in English language skills and to support her learning across the curriculum.
- Individual tuition may also be recommended where appropriate.
- Assistance for students in classes is provided on teacher request.

Library and Information Services

The Library is a busy, welcoming place where

- students can always find a good book to read;
- students may study or use the computer facilities;
- students can do research and develop library skills;
- Library staff are there to help in whatever way they can.

The Library and Information Services offers access to a range of print, electronic resources and online databases.

Opening hours:	Monday to Thursday	8.00am - 5.15pm
	Friday	8.00am - 4.00pm

Resource-Based Learning

Supporting individual student and classroom learning is an important part of the Library services. Using a research process framework, Library staff assist students to clarify their research task, identify keywords and questions, locate and keep track of relevant sources of information and complete bibliographies. Our information skills program emphasises confident and critical use of appropriate information sources regardless of the medium.

Borrowing

Year 7 and 8 students may borrow 10 items.

Students use identity cards to borrow from the Library and Audio Visual collections, for colour printing from the school's computers, using library computers and photocopying.

The Library Committee

Many students help to run the Library and participate in its activities by being volunteer members of the Library Committee. Their duties include helping in the Library before and after school, at recess, and lunchtimes. They assist students and staff to find information, work on the circulation desk lending and returning books, and help with other activities.

General

Structure of the School Day and Timetable

The College operates on a seven-day cycle. The days of the school year are labelled Day A to Day G and the timetable rotates every seven days. These details are found in the Record Book that all girls receive on the first day of Term 1. Each student receives a personalised copy of her timetable to place in her Record Book.

The length of the school day is from 8.30am to 3.30pm. Days A to F contain 6 x 50 minute periods and Day G, 7 x 45 minute periods. Students commence each day with their Form Teachers in a form assembly and also meet with their Form Teacher prior to leaving at the end of each day. On Monday, Tuesday and Thursday mornings, a 15-minute school assembly follows form assembly. The school assembly provides an opportunity for the whole school to come together and, apart from its function as a devotional start to the day, the assembly provides opportunities for the students to hear a range of interesting speakers, to participate in performances or presentations and to celebrate student achievement. On Wednesday and Friday mornings there is a longer form assembly or year-level meeting with the Year-Level Co-ordinator.

Homework

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

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

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

Homework is not set during term holidays.

Assessment and Reporting

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

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

Comprehensive reports for each student are issued at the end of each semester. The reports provide considerable detail about each subject a student studies, a progress report on all aspects of learning within that subject and her personal management. The report also provides comments about a student's wider involvement in the life of the school. An Interim Report is provided at the end of Term 3.

Awards

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

Curriculum Outline Years 7 - 12

Year 7	Year 8	Year 9	Year 10
<p>Core subjects English History Geography Mathematics Physical Education Religious Education Science Music Computer Learning Skills Language - two of: Chinese French German Indonesian Japanese Latin</p> <p>Art I Painting Drawing Print-making</p> <p>Art II Ceramics Textiles Multimedia Sculpture</p>	<p>Core subjects English History Geography Mathematics Physical Education Religious Education Science Music Language - two of: Chinese French German Indonesian Japanese Latin</p> <p>Art I Painting Drawing Print-making</p> <p>Art II Ceramics Textiles Multimedia Sculpture</p>	<p>Core subjects English History Geography Mathematics Physical Education Religious Education Science Human Studies Language - one of: Chinese French German Indonesian Japanese Latin</p> <p>Elective subjects Art I Art II Multimedia Art Business Computing Drama Food and Entertainment Global Internet Publishing French German Latin Life Science Music in Multimedia Science and Technology</p>	<p>Core subjects English History Geography Mathematics Physical Education Religious Education Science Language - one of: Chinese French German Indonesian Japanese Latin</p> <p>Elective subjects Art I Art II Multimedia Art Commerce Digital Movie Making and Future Technologies Drama Food Traveller: Tastes from around the World French German Introduction to Literature Latin Life Science Music Enrichment Physical and Recreational Studies Science and Technology VCE Information Technology</p>

Year 11	Year 12
<p>Victorian Certificate of Education International Baccalaureate Physical Recreation Religion and Life</p>	<p>Victorian Certificate of Education International Baccalaureate Physical Recreation Religion and Life University Enhancement Studies</p>