Year 10

Course Selection Handbook

2016
Dear Student

Welcome to your final year in Middle School. Years 9 and 10 challenge you to choose electives to widen your knowledge, improve your skills and strengthen your ability to discern how to improve. You have succeeded in achieving promotion by completing a comprehensive curriculum in Junior School and also Year 9. This success augurs well for your future provided you have the capacity to achieve all that is asked of you academically. You need to have an open mind willing to do your best in the new electives and maintain sound, hard work practices in all of your subjects.

Pascoe Vale Girls College’s goal is to ensure that you are successful to the best of your ability. This is an enriching and exciting year of challenges to expand your knowledge and realise that you are capable of achieving success.

Read through this handbook yourself and with your family. Evaluate the information provided to help you with your selection of subjects. The subjects you decide to study are very important in your final years. There are many staff members to help you, providing expert guidance at Course Counselling time. Seek further advice if needed.

When selecting your electives:

● Make sure your choices are informed by reading the subject descriptions very carefully
● Select subjects based on your skills and interests rather than what your friend has selected.
● Ask teachers who teach or have taught that subject for any additional information.
● Speak to the Career Counsellor

Yours sincerely

Mrs L Stary
Acting Principal
YEAR 10 ENTRY REQUIREMENTS
For a student to be guaranteed automatic progression from Year 9 to Year 10 she **MUST** have achieved the following:

- A pass in **fourteen** Year 9 semester units of study
- Two of the semester units passed must be **English**
- At least 90% attendance

Special consideration may be given to students who do not satisfy the above requirements. This decision will be made by the Principal, in consultation with the appropriate Head of School, Year Level Coordinator, parent(s) and student.

In line with the College assessment and promotion policy, all students are required to complete and submit assessment tasks on time or risk failing the subject. In the event of verified illness or extra curricula involvement, a student may be granted an official extension of time by her teacher. If a student fails to submit work without due cause the class teacher will issue a ‘Notification of Failure to submit an Assessment Task’ notice and the student may not receive a grade higher than ‘E’ for the task.

YEAR 10 COURSE OF STUDY
Students will study the following core subjects:

- English
- Mathematics
- Science
- Careers, Civics and the Law
- History
- Physical Education
  and
- Three elective subjects

CLASSES FOR ADVANCED LEARNERS (CAL) PROGRAM
Advanced classes for all core subjects are available for academically capable students. The selection process will involve aptitude testing and academic results.

FIRST YEAR VCE ENTRY REQUIREMENTS
(Promotion from Year 10 to Year 11)

Students will be automatically promoted to VCE if they have achieved the following:

- A Pass in twelve Year 10 semester units of study
- Two of the semester units passed must be English
- At least 90% attendance

Special consideration may be given to students who do not satisfy the above requirements by the Principal in consultation with the appropriate Head of School, Year level coordinator, parent(s) and student.
Learning Areas

Arts

The Arts offer students a unique and creative avenue to communicate with those around them and engage students in critical and creative thinking to help them gain an understanding of themselves and the world in which they live.

The Arts encourage students to develop skills and the exploration of materials, techniques, processes and technologies through a range of disciplines including art, drama, media, photography, visual communication, dance and music.

The Arts domain encompasses a diverse and ever-evolving range of disciplines that allow students to create and critically explore visual culture, performances in traditional and contemporary genres and works that are an amalgam of traditional forms and digital media.

The Arts nurture cultural understanding, invention, new directions and technology. Imagination and creativity, the foundation of the Arts, are essential to our wellbeing as we create much of our world in order to enhance our experiences and understandings of the diverse views that make up our cultural heritage.

The Arts allow student to communicate their ideas, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum. The Arts are an avenue for confronting and exploring new ideas and concepts.

Learning in the Arts is sequential and students can undertake studies in a range of disciplines throughout their six years at the College. The table below details the pathways students can complete.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Music</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>VET Multimedia</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Arts - General</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Arts - Photography</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Visual Communication and Design</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The Arts LA offers our students a number of activities that they can participate in to further develop their skills and knowledge learnt in the classroom. The culmination of these activities is Arts Week in Term 3.

- The Annual Art/Design Show is held at the Clocktower Centre in Moonee Ponds. This exhibition showcases the work of our students in the visual arts to the wider College community.
- The Gala Music Concert is held in Term 3 at the Clocktower Centre in Moonee Ponds and the End of Year Concert is held in the College’s Auditorium. These events showcase the talents of our students in the classroom music program and the instrumental program.
- An extensive Instrumental Program is conducted with the expertise of our Instrumental Staff. Students can learn a number of instruments including piano, guitar, clarinet, drums and trumpet to name a few. Students can also learn singing as part of this program.
- Music students perform in regular lunchtime concerts held on the Outdoor Stage or in the Performing Arts Centre. This provides entertainment and valuable performing experience.
Regular displays of students’ art works are exhibited in the College to highlight class work. Students are encouraged to enter competitions run by outside organisations. This provides our students with a valuable experience of working to a design brief.

- Studying the Arts provides our students with a wide range of academic, practical and cultural experiences as well as preparing them for life beyond school.

**ENGLISH**

The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex. English teachers at PVGC encourage students to explore the meaning of texts and how meaning is conveyed. They introduce critical approaches to the ideas and thinking contained in texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

All students from Years 7-10 at PVGC take part in The Premiers’ Reading Challenge. In addition, a variety of excursions to the Immigration Museum, The Age Writers’ Festival, visiting theatre groups and organised incursions with guest speakers are part of the English program so that student learning is further complemented with these experiences.

Students with strong reading and writing skills who choose to study English Literature from Years 10-12 focus on the enjoyment and appreciation of reading that arises from discussions, debate and the challenge of exploring meanings of literary texts. Students learn to understand that texts are constructions and they work on understanding the complexities of language.

During the study of English in Units 1-4, students read a range of texts, particularly narrative and persuasive texts. Here they are required to comprehend, appreciate and analyse the ways in which texts are constructed. Students learn to appreciate, enjoy and use language, and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.
**HUMANITIES**

The Humanities include all subjects that study human societies and environments, people and their cultures in the past and the present. These subjects, History, Geography, and Economics and Civics, provide a framework for students to understand their world. Key ideas enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, fieldwork and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

The Humanities curriculum is compulsory for all students from Years 7 to 10. In the junior years the focus is on Ancient and Medieval History and Geography through a study of local and global issues. Through the use of atlases, textbooks and audio visual materials they develop skills to deepen their understanding of key knowledge and ideas.

In Years 9 and 10 students also undertake economics and civics key knowledge and skills in the subjects of Commerce and Careers, Civics and the Law. They learn about personal budgeting, the world of business and banking as well as how the Australian political system operates and how to develop job seeking and employability skills. The Humanities curriculum continues to develop History and Geography knowledge and skills at Years 9 and 10 where the History focus is Australian society and themes from its past. Students also have an opportunity to pursue their studies of Economic and Geographical issues by choosing the elective “It’s Your World”.

Further specialisation occurs at VCE level. In the Humanities students can choose from Commerce and Business subjects including Accounting, Business Management and Legal Studies. History has as its focus the place of Australia in twentieth century history and then Revolutions in Year 12. Geography continues its focus on sustainability and ways in which humans and the environment interact. Politics at this level is very relevant with world events and leaders studied at Year 11 and Australia’s foreign policies and relationship with Britain and America in particular considered in Year 12. Further choice is provided by a Vocational Education Training (VET) in Schools Program which includes the Certificate II in Business (Administration). This allows students to acquire a TAFE certificate during their VCE studies.

By completing Humanities subjects at VCE many of our students proceed to interesting tertiary studies in areas such as Business Studies, Accounting, Legal Services, Journalism, the Tourist Industry and Teaching. However, all students should possess the mapping, comprehension and communication skills necessary to understand their place in History and in their world. They should be able to confidently approach life decisions including voting, choosing a career, sustaining their environment and operating as an informed citizen.
LANGUAGES

Why learn a language other than English?

Learning a language:
• develops an understanding of how languages work which leads to improved literacy skills
• helps students develop critical thinking, analysis and problem solving skills
• teaches students about other peoples, their ideas and ways of thinking
• inspires interest in and respect for other cultures
• enhances employment and career prospects
• contributes to social cohesiveness through better communication and understanding
• contributes to economic, diplomatic and strategic development.

COMMUNICATING IN A LANGUAGE OTHER THAN ENGLISH

In the Communicating in a language other than English dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

INTERCULTURAL KNOWLEDGE AND LANGUAGE AWARENESS

Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. The Intercultural knowledge and language awareness dimension develops students’ knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English. Students gain an awareness of the influence of culture in the learner’s own life and first language.

Languages studied at VCE attract bonus points for a student’s ATAR score, facilitating tertiary education entry. Second language study can be a good predictor of a student’s ability to pursue a demanding post- compulsory program of study. This is because a second language requires sustained effort over time and as a cumulative subject of study, it is both practical and academic at the same time.
MATHEMATICS

Mathematics is a compulsory, core subject from Years 7 to 10 and, at Year 10 Pascoe Vale Girls College offers an additional elective in Mathematics to prepare students more thoroughly for VCE Mathematics subjects. VCE Mathematics subjects are as follows:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>General Mathematics - Further</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Mathematical Methods and Specialist</td>
<td>Mathematical Methods and Specialist</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

ALL students are actively encouraged to study Mathematics at VCE level. Studying Mathematics at VCE level does increase the career options and course choices for all girls.

At VCE level there are four different options available in the study of Mathematics, with Specialist Mathematics plus Mathematical Methods being the highest level. These subjects would be studied by most students who wish to gain entry to university courses such as Medicine, Dentistry and Engineering.

Mathematical Methods is a pre-requisite subject for a lot of university courses including Medical Sciences, Economics, Computer Science and other Sciences. Further Mathematics is a pre-requisite for a number of courses including, Teaching, Nursing, Health Sciences and Business Courses.

SCIENCE

Science is a fascinating subject that explores the universe and everything within it and investigates questions such as ‘why’, ‘how’ and ‘what if’. By combining our natural curiosity with the discipline of the scientific method, experimentation and analysis, we are able to draw valid conclusions to our questions.

Science encompasses such diverse ideas as:

- the similarities and differences between living things and their relationships with each other and the environment
- developing an appreciation of plant, animal and human behaviour and interactions
- the properties and uses of matter and how new products are created through chemical processes
- energy and forces as a method of describing natural phenomena and designing machines
- understanding heat, light, sound and electricity
- understanding the earth and its atmosphere in space and time.

Our students are offered a wide range of VCE Science subjects in Years 11 and 12. Students may choose from Biology, Chemistry, Physics and Psychology. Chemistry is often a prerequisite for university Science courses. Biology and Physics may also be listed as suggested studies for some university Science courses. Psychology is also a very popular subject to study in Years 11 and 12.

Many of our students go on to study sciences at tertiary level, with research, health sciences, medical sciences, engineering and teaching being popular career choices.
SPORT, HEALTH AND PHYSICAL EDUCATION (SHAPE)

Sport, Health and Physical Education (SHAPE) is divided into two areas:

SHAPE 1: Pastoral Care, Health Education, Health and Human Development, Food Technology and Hospitality.

SHAPE 2: Physical Education, Sport Education and Outdoor Education.

The SHAPE area is unique in having the potential to impact on the physical, social and mental health of students.

- It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health related physical fitness and sport education.

- It explores the developmental changes that occur throughout a human lifespan and also includes a focus on the establishment of personal identity.

- Through the provision of health knowledge, it also develops an understanding and knowledge of the factors that promote and protect the physical, social and mental health of individuals, families and communities.

The school is well equipped with three indoor teaching areas and a weight training facility which are all utilised extensively in the Physical Education/Sport Education program on a daily basis. In addition, Food Technology and Hospitality are well served with designated practical areas and a fully functional restaurant, Pascoes which is used for a range of school functions.

Pascoe Vale Girls College offers a rich variety of learning experiences in the SHAPE area. Across all of the SHAPE subjects students participate in a carefully planned curriculum, encompassing theory and practical work with an emphasis on life skills, physical, mental, and social well-being. Dependent of the subject, elective choice is offered at most year levels and excursions are offered especially at the Year 10 level and beyond to develop an on-going link with the local community.

SHAPE Week is a highlight with a number of themed days eg ‘Healthy Snacks Day’ ensuring students are involved in a wide range of activities during that week to reinforce the link between lifestyle choices and their general health and well-being.

Physical Education is compulsory from Years 7 to 10 with semester elective choices and excursions to local facilities being a key feature of the Years 9 and 10 programs respectively. Sport Education is a one semester subject each year for all Years 7 and 8 students. Pastoral Care and/or Health is compulsory at Years 7 to Year 9. Food Technology is also compulsory at Year 8 but can then be followed through as an elective option to Year 12. Health and Human Development is a popular elective choice at Year 10 through to Year 12 as is Hospitality in the VCE years.

Many of our students go on to tertiary study due to their exposure to the wide range of SHAPE subjects and experiences offered at the school. Hospitality, Teaching, Fitness Instruction, Child Care, Nursing and Nutritionist are popular career choices. However, every student benefits from their participation in the SHAPE area and its subjects’ experiences. It provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and well-being.

TECHNOLOGY
The Technology Learning Area provides students with a range of experiences in using diverse tools and processes to create products that solve solutions. These can be Information products which are created on computers and can be anything from a spreadsheet to a multimedia presentation, or material products, which can be anything from a toy car to a formal evening gown.

In Years 7 and 8 Technology Studies students are given a grounding in the core Information Technology skills that they will need for successful completion of their future education. They are also provided with an introduction to materials technology, in which they use wood and plastic to create products of their own design. Underpinning all of these tasks is the teaching of the Design Process, which will be used in all design and technology subjects through to the end of their schooling and beyond.

In Year 9 all students complete a course in Communication Technology which aims to provide them with more specific skills that they will need in their VCE subjects. Students can also choose to complete elective subjects in Systems Technology, which focuses on programming, or Materials Fabric which is a design course. Both of these subjects can be continued in Year 10.

In VCE students can complete Product Design and Technology – Fabrics, or Information Technology. While seemingly very different, these courses both rely on the design and problem-solving skills that students will have developed in Years 7-9 Technology subjects.

These problem-solving skills help students in their approach to all problems in the later years of schooling and beyond. The Information Technology skills learned in junior Technology will benefit students in all VCE courses, but particularly those that include an ICT component. These include such subjects as Multimedia, Business Management, Media and Studio Arts Photography and Office Administration. Importantly, however, these skills are more and more commonly considered as essential for any future career.
**YEAR 10 SUBJECTS**

**CORE SUBJECTS**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Semesters</th>
<th>Lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>Careers, Civics and the Law</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics - Advanced and General</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mathematics - Numeracy Skills</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>S.H.A.P.E.</td>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Total of 12 Core Semester subjects completed by all students

**ELECTIVE SUBJECTS**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Semesters</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Literature</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>VCE Literature Unit 2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Languages</td>
<td>Arabic</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>VCE Biology Unit 1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Maths Methods Preparation</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>It's Your World</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Arts</td>
<td>VCE VET Multimedia Units 1 and 2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Creations- Wood/Metal/Plastic/Leather</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>S.H.A.P.E</td>
<td>Health and Human Development</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>VCE Outdoor and Environmental Studies Unit 2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Food Technology</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>P.E. Plus</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Technology</td>
<td>Materials - Fabric</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Systems Technology</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Total of 6 Elective subjects completed over two Semesters.

**CORE SUBJECTS**
ENGLISH

Pre requisites: English is a compulsory subject at all levels.

Course content: The course covers the three modes of English: reading and viewing, writing, and speaking and listening. Students study a variety of texts, including novels, plays, poetry, short stories and non-print texts. Responses to texts are creative as well as analytical; oral as well as written. Students write for a variety of purposes and audiences, formally (in structured pieces), and informally (in their workbooks). Students are taught the mechanics of writing, and are expected to draft their work, in order to refine and polish each piece. Students will concentrate on language analysis in a unit designed to provide them with the skills necessary to begin VCE English. Oral activities and presentations, both group and individual, are integrated into all parts of the course.

Future prospects: The literacy and communication skills learned in English are essential for any further study or career.

Other information: Students will learn how to identify, substantiate and analyse arguments in preparation for VCE English, and will complete formal literary responses to each text.

CAREERS, CIVICS AND THE LAW

Course Content: This unit is designed to help students prepare for adulthood and understand how Australian society is run. Students investigate different career options and related work issues, learn about the law and how it can be changed and are taught how voting operates in this country.

HISTORY

Course Content: A study of Australia and the world in the twentieth century. The course examines topics including:

- Australia at the turn of the century.
- Life on the battlefields of World War Two and the effect of the war on Australian society.
- The 1930s Depression and the devastating impact of unemployment and poverty.
- Case studies on selected aspects of the twentieth century, including Popular Culture.
**MATHEMATICS - SPECIALIST AND GENERAL**

**Prerequisites:** Year 9 Maths. Students will be placed into classes based on three factors: their Year 9 Maths semester results, the Year 9 Maths examination and their teacher’s recommendation.

**Course Content:** The course will cover the following topics:
- Trigonometry and Pythagoras Theorem and Geometry
- Number - including Consumer Maths
- Measurement
- Statistics and Probability
- Linear relations

**Future Prospects:** This course will be designed as a general course providing both valuable and everyday Maths skills and as preparation for General Maths Further Units 1 and 2.

**Other Information:** Students must have a scientific calculator to do this subject although it is highly recommended that have a CAS Calculator.

**MATHEMATICS – NUMERACY SKILLS**

**Prerequisites:** Year 9 Maths. Students will be placed into classes based on 3 factors: their Year 9 Maths semester results, the Year 9 Maths examination and their teacher’s recommendation.

**Course Content:** The course will provide students with mathematical skills that have a practical application in day-to-day living.

**Future Prospects:** Students will be able to continue into Year 11 VCE Units 1 and 2 Foundation Maths.

**SCIENCE**

**Course Content:** Year 10 Science encompasses such diverse ideas as:

**BIOLOGICAL SCIENCE:** The transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

**CHEMICAL SCIENCES:** The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

**EARTH AND SPACE SCIENCES:** The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the
universe. Global systems, including the carbon cycle, rely on interactions involving the biosphere lithosphere, hydrosphere and atmosphere.

**PHYSICAL SCIENCES:** Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

*Future Prospects:* VCE Units 1 and 2 in Biology, Chemistry, Physics and Psychology.

**PHYSICAL EDUCATION**

**Course Content:** Students will have physical education for one double period per week. Students will complete a variety of practical activities to increase skill and fitness levels and promote a healthy lifestyle. Activities may include the following:

<table>
<thead>
<tr>
<th>Fitness Testing</th>
<th>Yoga</th>
<th>Boxercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten Pin Bowling</td>
<td>Rock Climbing</td>
<td>Hip Hop</td>
</tr>
<tr>
<td>Orienteering</td>
<td>Circuit Training</td>
<td>Fencing</td>
</tr>
<tr>
<td>Minor Games</td>
<td>Team Sports</td>
<td>Power Walking</td>
</tr>
<tr>
<td>Cycling</td>
<td>Self Defence</td>
<td>Netball</td>
</tr>
</tbody>
</table>

Students will undergo fitness testing and will use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.

**Clothing required:**
- Bottle green College track pants and shorts
- Bottle green College polo T-shirt with white logo
- Appropriate runners for physical activity and white socks
- College rugby top (bottle green and white);

Students MUST have the correct Physical Education Uniform. Any student without the correct uniform will not attend any excursion or activity within the course.

A student must participate in 80% of practical classes to pass this subject. Assessment will also be based on:

- Level of fitness demonstrated across all activities
- Level of skill and coordination demonstrated across all activities
- Level of knowledge and tactics displayed in sports games
- Level of effort, attitude and involvement

*Future Prospects:* VCE Physical Education and VCE Outdoor Education.
ART ELECTIVES

CREATIONS

Prerequisites: Nil
Course content: Creations offers students a unique opportunity to experiment and explore a range of materials, techniques and processes to create innovative and creative art works.

Students will be inspired and challenged to explore through the use of mixed media eg wood, wire, paint, paper, beads, feathers, fabric, etc. to create original and awe inspiring works of art.

Creations provide an avenue for students to design and create innovative art works through the recycling of a variety of materials.

Students use a range of starting points including observation, experience and research to develop and create art works of their own choice which demonstrate a development of their own personal style.

DRAMA

Prerequisites: Nil
Course Content: The Year 10 Drama course serves as an introduction to the demands and skills of both VCE Drama and VCE Theatre Studies.

Semester 1-Introduction to VCE Drama: Students will explore the history of Western European Theatre via an introduction to the theories of individuals who have profoundly influenced major dramatic forms.

Through exploration of theatrical forms such as 'Poor Theatre' 'Epic Theatre', 'Theatre of the Absurd', 'Theatre of Cruelty' and 'Naturalism' students will test the ideas and influences of major theatre theorists through their own performances.

Semester 2- Introduction to VCE Theatre Studies. Students will develop and stage performances of a prescribed or original student devised script to an audience other than the class. As part of this process, students must explore and undertake both performance and production roles to successfully bring the script to life for an audience.
**STUDIO ARTS**

**Prerequisites:** A love of art and commitment to regular sketching

**Unit Description:** Students are provided the opportunity to develop the skills required to study Studio Arts at VCE level. They are encouraged to become more independent in their approaches to art making, They use a variety of different materials, processes and techniques, and explore and experiment with these to create independent interpretations of set practical tasks.

Students are also encouraged to develop their own art style and develop their ideas to create original art works. They focus on making both two dimensional and three dimensional art works. Students also investigate and analyse art movements and the influences on the artists and art works produced.

**MUSIC**

**Prerequisites:** Year 9 Music and Instrumental studies for one year

**Course content:** Music aims to engage students in music making and musical appreciation. Year 10 music builds on the skills and knowledge covered in the previous years of study, and prepares students for Year 11 VCE Music.

Students work in small groups to develop the skill of working together to play music. Songs are chosen in collaboration with the teacher and students engage in a public performance of completed songs. Music covered during the year includes Pop, Blues, Rock, Funk, World Music and alternative.

Students focus their learning on the following areas during the semester:

- Discriminative listening
- Music theory and musicianship
- Solo and group vocal and instrumental performances

**VCE VET MULTIMEDIA UNITS 1 AND 2**
Prerequisites: Nil.

Course Content: The term Multimedia describes combining a range of applications such as text, sound, video, film, photography, graphics and animation. The combining of these applications usually involves computer technology. Multimedia is a Vocational Education and Training (VET) program. This means that the emphasis in this subject is on giving students real world training, so the students develop work skills whilst completing their secondary school studies.

Students design a range of work, including websites, logos and animations. Students develop designing, computer skills using computer software used in the multimedia industry. Important multimedia industry knowledge is also covered, including copyright, occupational health and safety, and components of multimedia and computer technology.

This subject is a Units 1 and 2 VCE study. If students continue studying Multimedia in Year 11, they can gain the nationally accredited Certificate III in Media, two more VCE units and a score that counts towards their Year 12 ATAR (Australian Tertiary Admission Rank)).

Students complete their Multimedia studies entirely at the College. Students are enrolled for the subject at Kangan TAFE, so they receive a TAFE multimedia certificate. This subject can provide pathways into courses such as multimedia design, web design, new arts media, animation, games development, visual art, film, television, printing, information technology and internet provision.

Examples of tasks completed in this subject:
• Producing and manipulating digital images/photos.
• Developing digital artwork.
• Producing animations.
• Updating and enhancing websites.
• Producing a video clip.
• Incorporating audio into projects.

Other Information: To cover the Kangan TAFE enrolment and certificate costs, a fee is payable via the College Statement.
ENGLISH ELECTIVES

LITERATURE
Prerequisites: There are no prerequisites, but students who choose this elective should have an interest in reading and a high degree of competence in English.

Course Content: The course involves the study of a number of literary texts, including a play, a novel, short stories, poetry and a film text. Students are also expected to read widely and keep a log book of their reading. Responses to the literature are varied, and include oral presentations, workshopping of scenes from the play, creative and analytical responses, book reviews and comparison of texts.

VCE LITERATURE UNIT 2
Prerequisites: Demonstrated aptitude for this subject. Students should be keen and wide readers and fluent writers. It is recommended for students who have achieved an average of B or higher in Year 9 English. You will need your teacher’s recommendation to choose this unit.

Course Content: The focus of this unit is on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences. It covers a wide variety of literature with an emphasis on works from different historical periods, including Shakespeare and nineteenth century novels.

Future Prospects: If students perform well, they may progress to Literature Units 3 and 4 in Year 11.

HUMANITIES ELECTIVE

IT’S YOUR WORLD
Prerequisites: Nil.

Course Content: Students investigate economic and environmental issues currently facing the world, such as: How do you become a millionaire? Why can't we feed the children of the world? How many ‘black balloons’ do you produce? Students also examine the impact of human activities on our environment and sustainable cities.
LANGUAGE ELECTIVES

ARABIC
Prerequisites: Year 9 Arabic.
Course Content: Further development of reading, writing, listening and speaking Arabic. Insights into Arabic culture are gained through the activities and material used. Development and practice of grammar in all four disciplines.

FRENCH
Prerequisites: Year 9 French.
Course Content: Further development of reading, writing, listening and speaking French. Insights into French culture are gained through the activities and material used. Students are prepared for VCE French. Development of the use of language in cultural contexts.

ITALIAN
Prerequisites: Year 9 Italian.
Course Content: Further development of reading, writing, listening and speaking Italian. Insights into Italian culture are gained through the activities and material used. Students are prepared for VCE Italian. Development of the use of language in cultural contexts.

JAPANESE
Prerequisites: Year 9 Japanese.
Course Content: Further development of reading, writing, listening and speaking Japanese. Insights into Japanese culture are gained through the activities and material used. Students are prepared for VCE Japanese. Development of the use of language in cultural contexts.

MATHEMATICS ELECTIVE

VCE MATHEMATICAL METHODS PREPARATION
Prerequisites: Strong results in Year 9 Mathematics.
Course content: The course is designed to prepare students to undertake VCE Mathematical Methods Year 11.
- Quadratic Functions
- Algebra Techniques
- Introduction to the CAS Calculator
- Linear Functions (Material from the Year 11 Mathematical Methods Course)

Future Prospects: This Course is designed to give the student a head start with VCE Units 1and 2 Maths Methods and to familiarise students with the CAS Graphing Calculator which
is used in all VCE Maths subjects. This subject is strongly recommended if you wish to study VCE Maths Methods in VCE.

Students must have a Texas Instruments CAS Graphing Calculator

**SCIENCE ELECTIVE**

**VCE BIOLOGY UNIT 1 - HOW DO LIVING THINGS STAY ALIVE?**

**Prerequisites:** A minimum of a B grade average in Year 9 Science, a good pass in the General Science Aptitude Test and a signed recommendation from your science teacher.

**Course Content:** In this unit students are introduced to some of the challenges to an organism in sustaining and maintaining life. Students examine the cell as the structural and functional unit of all life, from the single celled to the multicellular organism and the maintenance of life based on its inputs and outputs. They analyse types of adaptations that support the organism’s survival in a particular environment and consider the role that homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of each species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population. Students undertake an extended practical investigation related to the survival of an organism or species using the knowledge and skill developed throughout the Unit. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. Students investigate the cell cycle and its role in the growth, repair and replacement of cells in humans.

**Future Prospects:** Students may progress to Units 3 and 4 Biology in Year 11 and so gain a sixth VCE subject to contribute to their ATAR (Australian Tertiary Admissions Rank) score. Students have an opportunity to experience an additional VCE science subject.
**S.H.A.P.E. ELECTIVES**

**FOOD TECHNOLOGY**

Course content: Food Technology studies the safe and hygienic preparation of food and provides opportunity for practical skill development. This is achieved by learning about the following topics: Food Production, Presentation Techniques, Sensory Evaluation of Food, Menu Planning, Nutrition, Simple Cake Decorating and Catering. These topics are taught through a combination of theory and practical activities.

Future Prospects: Year 11 Hospitality Studies, Year 11 Food Technology, Year 11 Health and Human Development

Additional Information: Students will require two tea towels and a food container for practical lessons. There is a levy to pay for food purchased for this subject.

**HEALTH AND HUMAN DEVELOPMENT**

Course Content: This learning area examines biological/social influences and physical environments affecting growth and development in individuals and families. It will assist students to develop the knowledge and skills that promote healthy growth and development, effective relationships and the safety and wellbeing of individuals and groups. Students will participate in discussion, analysis, decision-making and evaluation of various health issues such as:

- Understanding the health care system - Health Promotion
- Decision Making
- Human Relationships, Identity, Values and Conflict
- Bioethics
- Understanding Sex and Sexuality/Growth and Development

Future Prospects: Year 10-12 Food Technology, Year 10-12 Health and Human Development, Year 10-12 Hospitality
VCE OUTDOOR AND ENVIRONMENTAL STUDIES

VCE UNIT 2: ENVIRONMENTAL IMPACT

Course content: This unit focuses on characteristics of natural environments, human impact on natural environments, and how changes to nature affect people. It includes historical and contemporary relationships with nature and nature’s impact on humans.

Outcomes: On completion of this unit, the student should be able to describe and compare the characteristics and interrelationships between natural environments, with reference to related outdoor experiences. Students should be able to evaluate human impacts on natural environments and analyse procedures for minimising and managing these impacts.

Other Information: Outdoor and Environmental Studies involve overnight camps and excursions.

P.E. PLUS

Special note: This elective is in addition to PE as a core subject.

Course Content: Theoretical: Students complete work in each of the topics listed below:

- Physical Activity Guidelines
- The Skeletal and Muscular System
- The Circulatory and Respiratory System
- Energy Systems
- Building and Maintaining Health and Fitness
- First Aid and Sports Injuries
- Nutrition

Practical: Students will complete a variety of practical activities related to the theory topics above. Students will complete an intensive fitness testing and training program that will focus on specific training methods to improve a variety of fitness areas such as aerobic fitness, strength, endurance, power, speed and agility.

Students will also undertake practical laboratories that relate physical activity to the theory work. The course will also include some relevant excursions and incursions.

Clothing required:

- Bottle green College track pants and shorts
- Bottle green College polo T-shirt with white logo
- Appropriate runners for physical activity and white socks
- College rugby top (bottle green and white)

Students MUST have the correct Physical Education Uniform. Any student without the correct uniform will not attend any excursion or activity within the course.

TECHNOLOGY ELECTIVES
MATERIALS FABRIC

Course content: Students build on the skills they established in Year 9. Alternatively, new students are able to establish these skills from scratch. In Fabrics, students are able to design and produce textiles products, and then self-evaluate the effectiveness of their work. Students investigate the strengths and limitations of a variety of tools, processes and materials. They learn to prepare detailed design proposals, and then use the tools and processes to develop their products. Self-motivated, creative and practical students will find a great outlet for their abilities in Fabrics. Students create a range of products including bags, cushion covers and garments.

SYSTEMS TECHNOLOGY

Course content: Information Technology is at the heart of much of what we do on a day to day basis. Systems Technology aims to enable students to control computers and create information products by programming. Students develop an understanding of a variety of programming environments. These include environments designed for use in education, such as Lego Mindstorms and Scratch, as well as ‘real world’ programming languages such as HTML. Students write programs to control robots, or create information products such as web pages or mobile apps. Systems is a great introduction to VCE Information Technology as well as being of benefit to those interested in working in the ever expanding IT industry.

INSTRUMENTAL MUSIC LESSONS

The College offers students a wide and exciting range of musical activities at an excellent price. Learning an instrument is highly recommended for students studying classroom music in Years 7-10 and becomes compulsory for Year 11 and 12 students enrolled in VCE music performance.

Students can learn instruments including: trumpet, guitar, piano, violin, viola, cello, double-bass, electric bass, flute, clarinet, saxophone, drums and singing. Also, students have the opportunity to participate in the many school ensembles e.g. College Choir, ‘GuitarKestra’, String Ensemble, Woodwind Ensemble and ‘RockWire’ which enhance the overall learning experience. These ensembles perform at monthly lunchtime concerts, school assemblies, the Annual Gala Music Concert at the Clocktower Centre, the Northern Metropolitan Region School of Rock, End-of-Year Concert in the college auditorium and the Grade 6 Orientation Day.

Students are required to attend one period per week using a ‘rotating’ timetable. This ensures minimal disruption to curriculum-based classes. Government statistics as well as educational data clearly demonstrate that students involved in music lessons, perform better in their other studies overall. Parental consent is required for all students wishing to be involved in lessons and commitment over a minimum of one year is compulsory.

We look forward to welcoming your child into the music department at Pascoe Vale Girls College.
THE COLLEGE

Pascoe Vale Girls School, founded in 1956, became a High School in 1968 and then a Secondary College in 1991. Its motto, ‘Virtue Kindles Strength’ summarises the approach of the College from its earliest days to today and it has been emphasised by every Principal from Miss Meldrum to Miss Jackson. A College of 1300 students, it caters for the education of students from Year 7 to Year 12.

The College has a proud record of hard working students who have been successful in all walks of life. The sporting prowess of Pascoe Vale Girls College is well renowned in swimming, athletics and in summer and winter sports.

The College has been involved in a variety of community activities indicating the concern for human development, courtesy and care.

Enquiries: Enquiries concerning the functions of the College should be directed to the Heads of School, the Assistant Principals, or the Principal.

Parent Committees: A number of parent committees operate within the College. Information is available through newsletters which are sent home regularly.

AIMS AND OBJECTIVES

Pascoe Vale Girls College provides a disciplined, personal and stimulating learning environment, designed to foster each student’s intellectual and physical growth and character development. Within this environment the College endeavours to:

- foster in each student the desire and determination to excel in college life as a preparation for her life’s vocation;
- cultivate in each student a sense of community service, responsibility and tolerance in a multicultural society, interest in cultural pursuits and fairness in sport;
- educate and counsel students for entry into tertiary educational and training institutions, the professions, commercial pursuits, vocational trades or the Public Service

Reports. Parent/teacher evenings are held in Terms 1 and 3 to discuss progress reports. Full written reports with grades are provided on Compass at the end of each semester. You will be notified of the relevant dates. If you have any queries, we are happy to hear from you at any time.

Excursions. Excursions are a necessary part of the enrichment program of the College and all students are expected to attend. The greatest care is taken by staff supervising excursions. No student is allowed on an excursion without written permission from parents. (See Excursions).

Use of College Planner. Parents are encouraged to check their daughter’s Planner daily to see when homework is given out and that it is actually done.

Homework. Homework is an important part of education and if set should be completed to re-inforce learning. If no homework is set, the time should be spent in organising and revising the day’s work.

Classes for Advanced Learners (CAL) Program. Advanced courses in all subjects are available for academically capable students in Years 8-10.

COLLEGE CARE AND DISCIPLINE
Pascoe Vale Girls College is a girls’ secondary school where a demand for excellence and care is of prime importance in academic studies, behaviour, dress and social relationships.

Care is given by Class Teachers, Form Teachers, Year Level Coordinators and Heads of Sub- Schools for all student needs. Clear college rules, strictly and justly enforced, are the basis for self-discipline. Students are encouraged to show initiative and concern for others within and outside the college. Students have available to them a variety of support services when their needs cannot be met within the college environment. They are made aware of these by their Year Level Coordinator.

Contact with parents is encouraged. Where special circumstances arise, parents are advised to contact the college, but please phone for an appointment so that the staff requested for interview are available. Parent queries are always most welcome.

**Attendance:** Attendance on school every day is crucial to your daughter’s learning. Absence from school means that learning opportunities are reduced and this can ultimately lead to poorer student achievement. However, if your daughter is absent, a note must be brought immediately after any absence and given to the Form Teacher. The note must state the date of absence, student’s name, reason for absence, parent contact number and a parent signature. It is the student’s responsibility to catch up on missed work. Any long term absence should be reported to the Year Level Coordinator so that work may be organised if required.

**Uniform:** Correct College uniform must be worn at all times. The College blazer is to be worn to and from school. No make-up or coloured nail polish is to be worn. If ears are pierced, plain gold or silver sleepers or studs may be worn. No other form of piercing is allowed. Hair, if it is dyed, must be in a natural colour. Hair styles must be conventional.

**Out-of-Uniform:** If your daughter is out of uniform for any reason, she must bring a note explaining why and for how long.

**Money or valuables:** NO responsibility will be taken for money or valuables left in lockers or school bags. Money (in a named envelope) may be left at the General Office in the morning, before Form Assembly.

**Lunch Passes:** We discourage lunch passes. Only under the most exceptional circumstances will one be granted and then only if there is an adult at home regularly at that time.

**Medication:** Any student on medication must bring the medication and instructions to the School Nurse in Sick Bay. This medicine is locked away until required.

**Mobile phones/iPods/MP3 players or similar:** These items are not to be brought to the College.

**ATTENDANCE**

Attendance is compulsory. Students are not permitted to absent themselves from class to complete work. Students cannot expect their work to be authenticated and assessed if they are not present in class.

Any student who is unable to attend class when work is due, must provide a medical certificate to explain the absence.

**CO-CURRICULAR PROGRAMS**

**CULTURE AND THE ARTS**
Instrumental music and band performances, Cultural exchange with Toyota Higashi Senior High School in Japan and Rotorua Girls High School in New Zealand, Art Show and displays, Dance groups, Drama performances, College Music Gala, Choral groups, College choir, Wakakirri performers, choreographers and backstage crew

SPORTS AND LEISURE
House sports: Athletics and Swimming. Interschool activities: Team sports, Athletics and Swimming. Lunchtime activities: including sports such as Basketball, Netball, Tennis, Volleyball, Hockey, Cricket, Soccer, Football and Softball. After school activities: Gym Club, sports training

ENHANCEMENT
Japanese student exchange, City Experience, Lions Youth of the Year, Westpac Maths Competition, Faculty based enrichment programs, Excursions, Interschool Debating, Plain English Speaking Award, Rostrum Public Speaking, Essay Competitions, Pre University Programs, CAL Program, Language/Poetry Competitions, Business participation programs.

LEADERSHIP
Student leadership program - Prefects, Student Executives, Form Captains, Deputy Form Captains, Ambassadors, Student Representative Council, House Captains, Lions Youth of the Year, Student mediators, Cross age tutoring, Student mediators, International Women’s Day Program, College Magazine ‘Yeramba’, Environmentalists, Sporting team captains, Course Counselling

Heads of School, Year Level Coordinators, Vocational Education Coordinator, Course Counselling Teams, Course Selection Evenings, Parent Information Sessions, Study Conferences, Year 7 Transition and Pastoral Care Programs, Careers Program and Work Experience Program.

COMMUNITY SERVICE
Shared activities with Glenroy Lions Club, and Pascoe Vale Rotary Club. Fundraising activities including specific causes such as S.I.D.S., Amnesty International, State Schools Relief Fund, Quit and Anti-Cancer Council activities, Red Shield Appeal, 24 Hour Famine, Royal Children’s Hospital Good Friday Appeal.

CAMPS AND ACTIVITIES
International exchange trips to Japan (Toyota-Higashi Senior High School) and New Zealand (Rotorua Girls High School); Year Level Camps, Valedictory Dinner, Field Trips, Ski Trip
THE COLLEGE UNIFORM

COMPULSORY ITEMS

SCHOOL BAG
- Navy blue back-pack with College emblem
- Dark coloured back-pack
- Dark coloured cross-strap bag
- Small trolley case.

SUMMER UNIFORM
- College green check dress or college tartan shorts with white polo shirt (long or short sleeves)
- College blazer: Bottle green with College emblem
- Year 7-10: College green V-neck jumper Year 11-12: College blue V-neck jumper
- Socks (white): knee-high or short that cover the ankle
- Shoes (black): flat leather lace-ups or flat buckled T-bar sandals

WINTER UNIFORM
- College blazer: Bottle green with College emblem.
- Year 7-12: College tartan pants or College tartan pleated skirt
- White collared shirt or white polo shirt or white skivvy (long or short sleeves)
- Socks (with pants): dark blue or black
- Socks (with tartan skirt): navy blue/black tights (not stockings) or white knee-high socks
- Year 7-10: College green V neck jumper
- Year 11-12: College blue V-neck jumper
- Shoes (black): Flat leather lace-ups or flat, buckled T-bar sandals

PE UNIFORM
- College sports jacket: navy blue
- College track pants: Bottle green (required for winter)
- College shorts: Bottle green
- College rugby top
- College polo shirt
- Socks: White sports
- Runners
- Peaked cap: Bottle green or College green wide-brimmed hat
- PE bag: Bottle green with College emblem.

OPTIONAL ITEMS

Hair ribbons: Bottle green, College tartan, navy blue or white.
Hat: College green wide-brimmed hat.
Veil: Year 7-12 Summer uniform - white.
- Year 7-10 Winter uniform bottle green.
- Year 11-12 Winter uniform - navy
Scarf: (Winter uniform only)
- College tartan/bottle green (Year 7-10),
- Dark blue (Year 11-12)
- College knitted scarf Year (7-12)

The college blazer must be worn to and from school in Years 7 – 12
COMPUTER USERS’ CODE OF CONDUCT
The College’s Computer Network provides access to a wide variety of curriculum related material. Use of the equipment (including laptops) and the accessing of educational materials, carry certain responsibilities. The network is to be used only for educational purposes. The following code of conduct must be followed by all users of the network.

STUDENTS ARE NOT PERMITTED TO:

• damage or interfere with computer equipment
• consume food or drink in any computer room
• use another student’s account or access another student’s files
• install unauthorised software onto any computer
• delete or edit any system files
• use the resources to the detriment of another user (including harassment and bullying)
• use the resources to bring the college name into disrepute
• break copyright laws: copying or redistributing of another person’s work must be correctly acknowledged
• use the College Network to access material deemed objectionable by the College.

FAILURE TO FOLLOW THE RULES CONTAINED IN THE CODE OF CONDUCT MAY RESULT IN THE FOLLOWING PENALTIES:

• The user’s account being disabled
• Detention and/or further action if deemed necessary

LOCKERS AND PERSONAL BELONGINGS
Each student is allocated a locker to use throughout the year in the relevant year level locker room. It must be kept clean, tidy and locked at all times. Students are required to supply a secure lock for their locker and provide a spare key for emergencies to their Year Level Coordinator. This will be stored in the sub-school office.

All books and belongings, including school bags, should be clearly labelled with the owner’s name and form group. They must be stored in a secured locker when not in use. Students are also advised to store their purse in their locked locker, rather than carrying it from class to class.

Students should not bring any unnecessary or particularly valuable items to school. The Department of Education and Early Childhood Development does not hold insurance for personal property brought to schools.

Should students have a need to bring a large amount of money to school, it should be left at the General Office before Form Assembly for safe-keeping.

THE COLLEGE PLANNER
The College Student Planners are compulsory for all students in Years 7 to 12 and are listed on the booklist for each year level. Planners can also be purchased separately from the General Office if a replacement is needed, while stocks are available.

Students are required to have their College Planner with them during classes to record homework and teachers’ instructions as well as to record late, early-leaver, sick-bay and out of class passes. It should be taken home each night so that parents can check that homework is being done and to enable communication between teachers and parents via notes. The College Planners are full of useful information and tips to assist students throughout the year. All students are encouraged to make use of their planner for educational purposes.

Correct use of the College Planner is crucial. Students are expected to:

• Take the College Planner to every class.
• Record homework to be completed on the day it is given.
• Record the deadline for this homework on the appropriate page for this date.
• Record tests and the date on the appropriate page.
• Record other College events.

Note: The College Planner is NOT to be used as a personal diary. It must not contain decoration, personal entries, photos or graffiti.

**Assessment**

The assessment methods to be used in each subject will vary according to the year level and content of the course. Each Learning Area will set the assessment tasks for each subject. They may include: assignments, tests, essays, folio, practical reports and oral reports. Students will receive details of the assessment tasks for their subjects at the beginning of the year.

**Booklist**

Books, stationery and any specialist equipment required for each subject will be notified through the booklist which students will receive in Term 4.
EXCURSIONS

Excursions are recognised as being an essential part of the College’s educational program. All Learning Areas incorporate a range of activities and excursions that are relevant to the curriculum at each level and some activities are mandated by the VCAA as part of the VCE curriculum.

The Assistant Principal is responsible for the approval of any single day excursions. A calendar of excursions and events is kept to ensure that these are spread throughout the year and, that all excursions are designed to enhance students’ learning experience. College procedures and requirements in relation to preparation and safety in the conduct of all excursions must be observed and records of excursions must be maintained.

Adequate pre-excursion preparation must take place prior to any approval for the excursion to go ahead.

In order to participate in excursions, students are required to:

(a) Provide written permission from a parent or guardian

(b) Wear correct school uniform (unless alternative appropriate clothing is specified for the particular activity).

All excursions leave from and return to the College.

Students should not bring any unnecessary or particularly valuable items to school. The Department of Education and Training does not hold insurance for personal property brought to schools.

Should students have a need to bring a large amount of money to school, it should be left at the General Office before Form Assembly for safe-keeping.
HOW TO STUDY EFFECTIVELY - SOME BASIC TIPS

1. **Draw up a timetable for the times you are available to do homework/revision:** Prioritize which assignment/homework is the most important and allocate this first to your timetable and then allocate other tasks finishing with the least important. Have a 15 minute break every 45 minutes. Leave space in your timetable for homework that pops up on a daily basis.

2. **Focus on weaknesses:** Be brave! Do the least liked subject! Homework first!

3. **Studying is not reading textbooks or notes, it has to be active.** To keep your study active:
   
a) **Summarise** — Read your notes and write down key facts or key words. When you have finished a summary, test yourself.

b) **Practice examples** — this allows you to become more familiar with that type of problems.

c) **Make definition and formula cards.**

d) **Practice drawing diagrams.**

e) **Say things aloud** — this helps in learning difficult terms — often those hard to spell or pronounce.

f) **Go over assessed work.** Identify your strengths and weaknesses and use the teacher’s comments as a guide to study particular aspects of the topic.

g) **Practice essays/problems/question in a limited time.**

4. **Avoid distractions:** Turn off mobile phones. Turn off the music and T.V. Tell your family that you will be working at your desk for a certain amount of time and that you don’t want to be distracted.
**YEAR 10 REDEMPTION POLICY**

The Redemption Policy is in place to enable teachers and parents to support students who are at risk of failing because they have not completed or submitted assessment tasks for whatever reason.

A Notice of Failure to Submit Work is issued when a student does not complete an assessment task. It is an official notification from the College to the parent of a student who is at risk of not passing. Depending on the circumstances, a new date might be negotiated by the teacher or a final deadline set with a penalty of receiving a grade no higher than E.

When a form is issued by a teacher it is signed by the student. It is then the student’s responsibility to take the white form home for her parents to see and sign. This form must be returned to the teacher once it is signed and the student must also complete the assessment task according to the instructions provided. If a student does not follow these procedures, she is at risk of failing the subject and her promotion at the end of the year could be at risk.

**YEAR 10 REDEMPTION PROCESS**

This process applies to Assessment Tasks only.

There are two different forms designed to address different circumstances or situations.

Teachers may issue a Notice of Failure to Submit Work form to students if a student fails to hand in or complete an assessment task.

**FAILURE TO SUBMIT**

<table>
<thead>
<tr>
<th>Student fails to submit Assessment Task due to:</th>
<th>‘Failure to Submit’ form is issued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● frequent absence from class</td>
<td>● Highest grade obtainable is E</td>
</tr>
<tr>
<td>● failure to use class time effectively</td>
<td>● If work is not submitted the student receives N or zero marks for that task</td>
</tr>
<tr>
<td>● failure to complete assessment task set for homework</td>
<td>A student who receives two ‘Notices of Failure to Submit Work’ may result in an ‘N’</td>
</tr>
<tr>
<td>● absence on day of test</td>
<td></td>
</tr>
</tbody>
</table>

Student Responsibilities:

- To attend regularly and hand in work on time.
- To provide a medical certificate or note to Class Teacher in case of illness when assessment task is due.

Student Responsibilities when Redemption Notice is issued:

- To show parent the Notification Form and get parent signature on it.
- To complete task and submit work to teacher by the new date with the redemption Notice signed by parent.

**PLANNING FOR VCE**
The successful conclusion of your Post Primary Education -

The main thrust of the VCE is acknowledging the abilities of you, the student, as an emerging adult. As a senior of the Middle School, you should have by now:

- accepted greater responsibility for your learning;
- developed valuable investigative and interpersonal skills;
- developed positive attitudes toward your program of studies.

You may not be as good at these activities as you would like to be. You are not asked to do this alone but in the supportive environment of the College and your home. We all work together for your access into so many interesting areas of studies and your success in them.

You will be learning how to improve in:

- Managing stress
- Organising your time
- Developing study skills
- Getting the most out of your classes
- Using library resources
- Succeeding in exams and tests
- Reading effectively
- Writing essays
- Speaking effectively to groups
- Overcoming procrastination (putting off doing a job)

The following Planning Chart is designed to assist you to form a consistent planning pattern through to Year 12.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
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<td>ENGLISH 1</td>
</tr>
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<tr>
<td></td>
<td>2</td>
<td>ENGLISH 2</td>
</tr>
<tr>
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<tr>
<td>12</td>
<td>1</td>
<td>ENGLISH 3</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>ENGLISH 4</td>
</tr>
</tbody>
</table>

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CAREER INFORMATION

ACCESSIBILITY
The Vocational Education Coordinator is accessible to all students. Students are encouraged to make an appointment to discuss their career opportunities. Students wanting to pursue tertiary studies will receive advice on their tertiary course options and applications.

Parents are welcome to phone the Vocational Education Coordinator or make an appointment. The Vocational Education Coordinator is also available on Parent/Teacher nights and parent information evenings.

RESOURCES
A library of resources on careers and courses is available in the Careers Office. Students are welcome to view or borrow these resources.

GUEST SPEAKERS
A number of guest speakers and information sessions are held throughout the year to give interested students information on careers, courses and job seeking.

EMPLOYMENT
Students interested in gaining employment after their Year 12 studies can access support from the Vocational Education Coordinator. Apprenticeship and Traineeship information is also available in the Careers Office and job opportunities are advertised as they are known.

CAREERS INFORMATION
A large number of career and course expos and information sessions are organised by various organisations throughout the year. These are advertised to students through the School Bulletin and to parents through the school Newsletter.

GUEST SPEAKERS
A number of guest speakers and information sessions are held throughout the year to give interested students information on careers, courses and job seeking.

Parents are welcome to phone the Vocational Education Coordinator or make an appointment. The Vocational Education Coordinator is also available on Parent/Teacher nights and parent information evenings.