Year 8

Course Information Handbook

2016
Dear Year 8 Student

Transition from Primary School to Secondary School takes two years spanning Year 7 and Year 8. It is a huge step forward which presents a very demanding challenge, yet one which presents new and exciting opportunities. We get to know you and respect you for your abilities, gifts and ideas which enrich and develop you in your first two years in secondary school.

Every student is important at this College. Every student has great opportunities to grow and improve in every subject area, no matter what level has been achieved. Improvement in learning should be constant.

Our Learning Program covers all areas of study. This is a sound balanced basis to develop knowledge, skills and abilities into favourable outcomes.

Read and evaluate the information provided to you in this handbook. The special programs which complement the academic program provide exciting choices in our Leadership and Scholarships programs the Art Show, Music Gala Concert and camps. These activities take the education of students beyond the school.

Recommendations for Learning and Success

- Pay attention in all lessons
- Come to class with your books
- Use your diary every lesson
- Read every day as often as possible
- Develop your comprehension, spelling, sentence structures and summary ability in every class
- Ask your teachers for assistance
- Attend coaching help after school
- Make good friends with care

It is faithfulness in small areas which become excellent habits to sustain your learning.

Yours sincerely

MRS L STARY
ACTING PRINCIPAL
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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 1250 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.

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 and interim written reports are issued for selected students. Full written reports with grades are provided 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 each day 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.
YEAR 8 ENTRY REQUIREMENTS
(Promotion from Year 7 to Year 8)

At least 90% attendance MUST be attained to be promoted to Year 8. However, it is expected that all students in Year 7 will be doing the Year 8 course next year. There are occasions when it is in the best interests of the student to repeat the year. This decision will be made by the Principal and a Committee in consultation with the student and her parents.

YEAR 8 COURSE OF STUDY
Students will study the following core subjects:

- ART
- DRAMA
- ENGLISH
- FOOD TECHNOLOGY
- HUMANITIES
- LANGUAGES (ARABIC/FRENCH/ITALIAN/JAPANESE)
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION/SPORT EDUCATION
- SCIENCE
- TECHNOLOGY STUDIES

CLASSES FOR ADVANCED LEARNERS (CAL) PROGRAM
Advanced classes for core subjects are available for academically capable students in Years 8-10. The selection process will involve aptitude testing and academic results.

ASSESSMENT AND PROMOTION POLICY
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.
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 makeup 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 or similar: These items are not to be brought to the College.
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
- 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
- use chat rooms of any description, with the exception of specifically organised discussions which have been arranged by a teacher
- 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

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.
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.

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.

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.

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.
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, local Rotary Clubs. 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

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,
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.

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The Arts 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.
- 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.
- 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 our 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.
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, 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:

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<td>Foundation Mathematics</td>
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<td>General Mathematics - Further</td>
<td>Further Mathematics</td>
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<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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<td>Mathematical Methods and Specialist Mathematics</td>
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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 prerequisite 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 fusing our natural curiosity with the discipline of the scientific method, experimentation and analysis, we are able to draw valid conclusions to our questions.

As part of Pascoe Vale Girls College collaboration with the University of Melbourne in the Telescopes in Schools Project, you are invited to attend Telescope viewing nights. If you are interested in the night sky, black holes or simply wondering about our place in the Universe, these nights give you an opportunity to see Saturn and its rings, the craters of the moon close-up as well star clusters with names like Jewel Box Cluster and Butterfly Cluster.

You also have the opportunity to meet an Astrophysicist and ask some of those questions that you have always wondered about.

If you would like to become more involved, join the Rephract group and learn how to drive the telescope and how to take photos of the night sky. For more details ask your Science Teacher.

Science is a compulsory core subject at Pascoe Vale Girls College from Years 7 to 10 and is based on the disciplines of Biology, Chemistry, Earth and Space Sciences and Physics.

Science has three interrelated strands:

• Science Understanding

  Students develop an understanding of Biological, Chemical, Earth and Space and Physical Sciences.

• Science as a Human Endeavour

  Students explore how science knowledge and applications affect peoples’ lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

• Science Inquiry Skills

  Students investigate or solve a problem by carrying out an investigation, collecting data, analysing, evaluating and conveying their ideas to others.

Many of our students go on to study Sciences at University level with Research, Medical Sciences, Health Sciences, Engineering and Teaching being popular career choices.

However, every person benefits from a thorough grounding in Science, with an increased awareness and understanding of ourselves and each other, the world around us and our role within it. Scientific values include clear thinking, a respect for the environment and the opinions of others, honesty and collaboration; skills which are essential for good citizenship and the long-term future of our society.
Sport, Health and Physical Education (S.H.A.P.E.)

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 are compulsory from Year 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 from 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.
SUBJECTS

ART

Subject description: A broad range of subjects are offered within the context of Creativity and Design. Emphasis is placed on the importance of Art and Design within the lives of our students as citizens of the Local and Global Community.

Students continue to experiment, explore and manipulate different materials and techniques in order to create original art works. Students learn to use techniques and skills appropriate to both two dimensional and three dimensional art works. They learn to develop their ideas and communicate these using visual forms, images and design principles.

Students continue to learn how artists create art works and use a range of materials and techniques to communicate different ideas. Traditional and contemporary art works are investigated in order to gain an appreciation of how we see art and why art is so important.

DRAMA

Subject description: Drama aims to nurture students' imagination, creativity and knowledge of themselves and the world in which we live. It extends students confidence in themselves and an appreciation of the contributions made and the talents of others.

Students explore and extend their knowledge and respect of themselves, each other and their place in the world via an exploration of family issues, conflict and the means to positively resolve issues through performance. They also explore a range of 'quirky characters'.

Drama allows the students to foster an observation of human interactions and idiosyncrasies which informs, enriches and inspires original scripts leading to performances. Students develop expressive, technical and performance skills as well as the terminology and culture of the theatre. Students develop their work through others.

ENGLISH

Subject description: The course covers the three modes of language: speaking and listening, reading, writing. 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. Oral activities and presentations, both group and individual, are integrated into all parts of the course. Wide-reading is encouraged for students to develop reading for enjoyment.
FOOD TECHNOLOGY
Subject description: Year 8 Food Technology focuses on the essential life skills necessary for good physical and nutritional well being. These include; effective food selection, safe food preparation and nutrition. There is a strong emphasis on food issues relevant to adolescent eating and progressive development of a diverse range of practical skills.
Future Prospects: Years 9-12 Food Technology, Years 11-12 Hospitality, Years 10-12 Health and Human Development
Other information: Requirements: two tea towels, food container

HUMANITIES
Subject description: The Course is divided into two semesters.
Semester 1: HISTORY. Studying History teaches students the knowledge and skills to understand the past. The Year 8 course includes two in-depth studies of Medieval Societies, one Asian and one European. Students also research the historical significance of the Black Death.
Semester 2: GEOGRAPHY. Geography provides students with the knowledge and skills to investigate their world. Students study landscapes and landforms, including volcanoes and earthquakes, and the effect of urbanisation and tourism on selected environments.
Future Prospects: VCE Geography, History and Commerce subjects.

LANGUAGES
ARABIC
Prerequisites: Year 7 Arabic.
Subject description: 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 8 French.
Subject description: Further development of reading, writing, listening and speaking French. Insights into French culture are gained through the activities and material used. Development of the use of language in cultural contexts.

ITALIAN
Prerequisites: Year 7 Italian.
Subject description: Further development of reading, writing, listening and speaking Italian. Insights into Italian culture are gained through the activities and material used. Development of the use of language in cultural contexts.

JAPANESE
Prerequisites: Year 7 Japanese.
Subject description: Further development of reading, writing, listening and speaking Japanese. Insights into Japanese culture are gained through the activities and material used. Development of the use of language in cultural contexts.

MATHEMATICS

Subject description: The course will cover the following areas:

- Space
- Number
- Measurement
- Chance and Data
- Algebra

Students will develop their information technology skills through the use of spreadsheets and graphing programs.

Other Information: Students must have a scientific calculator with a fraction key to do this subject.

MUSIC

Subject description: Music aims to engage students in music making and musical appreciation. Year 8 Music builds on the skills and knowledge covered in the previous year. Students expand their practical abilities by composing and working in small teams and ensembles to compose and play music using a variety of musical instruments. They learn the basic elements of music making through the playing and composing of music. The course will cover the following areas:

- Music theory and general musicianship
- Creative Work
- Group performance (vocal/instrumental)
- Aural Training
- Study of past and present musical styles
- Discriminative Listening

An appreciation of different music styles that could lead to the study of VCE Music. All students have the opportunity to study an instrument as part of the College’s Instrumental Music Program. Students may also become a member of the College music bands or choir and are provided with the opportunity to perform in lunchtime concerts, the Mid Year concert, the College Gala Music Concert at the Clocktower Centre, the End-of-Year Concert and in various competitions.
PHYSICAL EDUCATION

Course Content: In year 8 Physical Education students should perform a variety of movement and coordination skills. Students measure their own fitness and physical activity levels. They are expected to maintain regular participation in moderate to vigorous physical activity and evaluate their level of involvement. They should be able to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

In Year 8 Physical Education, students will complete a variety of the following practical activities:

- Athletics
- Basketball
- Badminton/Bat Tennis/Cricket
- Cycle On (Bike Education)
- Dance/Gymnastics
- Focus on Fitness Program
- Softball/Indoor Hockey
- Minor Games
- Netball/Korfball
- Power Walking
- Soccer/Gaelic/Football

Clothing Required: Compulsory: Bottle green college track pants (required for winter); Bottle green College shorts/Bottle green college polo T-shirt with white logo; Runners and white socks/Bottle green peaked cap (Terms 1 and 4 only); College rugby top- bottle green and white (required for winter). Students MUST have the correct Physical Education Uniform. Any student without the correct uniform must bring a note signed by a parent/guardian stating the reason for no uniform/non-participation. The note must also be signed by either the student's coordinator or the Head of School before it is given to the Physical Education teacher.

SCIENCE

Subject description: Year 8 Science encompasses such diverse ideas as:

BIOLOGICAL SCIENCES
Cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

CHEMICAL SCIENCES
The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

EARTH AND SPACE SCIENCES
Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.
PHYSICAL SCIENCES
Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

Future Prospects: VCE Sciences – Biology, Chemistry, Physics and/or Psychology.

SPORT EDUCATION
Subject description: Students will participate in a semester of Sport Education. They will participate in two sports in two 10 week seasons. The aim of the course is to involve students in a range of different sporting roles. As well as being players, they are required to take on leadership roles such as captains, selectors, umpires, scorers, equipment monitors, publicity officers, etc.

Clothing Required: Compulsory: Bottle green College track pants; Bottle green College shorts; Bottle green college polo T-shirt with white logo; Suitable runners and white socks; Bottle green peaked cap (Terms 1 and 4 only). College rugby top (bottle green and white);

Students MUST have the correct Physical Education Uniform. Any student without the correct uniform must bring a note signed by a parent/guardian stating the reason for no uniform/non-participation; the note must also be signed by either the student’s coordinator or Head of School before it is given to their Physical Education teacher.

TECHNOLOGY STUDIES
Subject description: Technology studies in Year 8 builds on the knowledge and skills that students developed in Year 7 Technology. Students develop more complex programming concepts; complete projects that require them to integrate office applications; create stop-motion animations and design and create 3D models.

The curriculum at Year 8 is designed to furnish students with the necessary IT skills to succeed across all subject areas, but also to give them the knowledge and skills to succeed in specific Design and Technology and Information Technology subjects such as Systems, Visual Communication and Design, and Fabrics in Year 9 and beyond.

INSTRUMENTAL MUSIC LESSONS
“Music is the universal language of mankind” - Henry Wadsworth Longfellow

Pascoe Vale Girls College offers students a wide and exciting range of musical activities at a price unbeatable in the community. 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.

For a small annual fee, students can learn instruments including: trumpet, guitar, piano, violin, viola, cello, double-bass, electric bass, flute, clarinet, saxophone, drums and singing. In addition, students have the opportunity to participate in the many school ensembles such as the 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.

**HOW TO STUDY EFFECTIVELY**

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 keywords. 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 7 - 9 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 8 REDEMPTION PROCESS

This process applies to Assessment Tasks only.
Teachers may issue a Notice of Failure to Submit Work form to a student if she fails to hand in work or complete an assessment task.

When a student fails to submit Assessment Task due to:

- frequent absence from class
- failure to use class time effectively
- failure to complete assessment task set for homework
- absence on day of test

a ‘Failure to Submit’ form is issued.

- Highest grade obtainable is E
- If work is not submitted the student receives N or zero marks for that task
- A student who receives two ‘Notices of Failure to Submit Work’ may result in an ‘N’

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.

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