Year 9
Course Selection Handbook
2016
Dear Student

Welcome to the middle years of your secondary education. 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 being promoted to Year 9 by completing a comprehensive curriculum in Junior School. 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, productive work practices in all of your subjects.

The goal of Pascoe Vale Girls College 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 electives. The elective subjects you choose to study are very important in your middle years of schooling. There are many staff members to help you, providing expert guidance on possible subject choices. 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 that teach or have taught that subject for any additional information.
- Speak to the Vocation Education Co-ordinator

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.

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 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 reinforce learning. If no homework is set, the time should be spent in organising and revising the day’s work.
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 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.**
YEAR 9

ENTRY REQUIREMENTS
At least 90% attendance MUST be attained to be promoted to Year 9. However, it is expected that all students in Year 8 will be doing the Year 9 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 9 COURSE OF STUDY
Students will study the following core subjects:

- English
- Mathematics
- Science
- Commerce
- History
- Health
- Geography
- Physical Education
- Communication Technology

Plus

Two elective subjects

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

COLLEGE 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.

YEAR 10 ENTRY REQUIREMENTS
For a student to be promoted 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.

CITY EXPERIENCE PROGRAM

Year 9 Students will be involved in the 'City Experience Program'. The focus at Year 9 is to broaden students 'real life' learning experiences beyond their immediate environment.

The aim of the program is to:

- Offer students a challenging and authentic learning environment
- Extend student engagement
- Develop new skills and responsibilities
- Promote independent learning
- Appreciate problems and opportunities provided by the city
- Investigate the diversity of city lifestyle and culture, as well as some of the city’s problems
- Document the city experience and present discoveries to an audience
- Promote confidence and independence
- Enhance social awareness
- Provide opportunities to develop initiative and work effectively in a team

A compulsory levy of $70.00 (approximate) will be charged for this program for all students.

HOW TO STUDY EFFECTIVELY-SOME BASIC TIPS

1. Draw up a timetable for the times you are available to do homework/revision: Prioritise 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:
   - Summarise — Read your notes and write down key facts or key words. When you have finished a summary, test yourself.
   - Practice examples — this allows you to become more familiar with that type of problems.
   - Make definition and formula cards.
   - Practice drawing diagrams
   - Say things aloud — this helps in learning difficult terms — often those hard to spell or pronounce.
   - 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.
   - Practice essays/problems/question in a limited time.

4. Avoid distractions: Turn off mobile phones. Turn off the music and TV. 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.
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 V-neck jumper
- Socks (white): Flat leather lace-ups or flat, buckled T-bar sandals

PE UNIFORM
- 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
● 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

LOCKERS AND PERSONAL BECOMINGS

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.

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.

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-exursion preparation must take place prior to any approval for the excursion to go ahead. In order to participate in excursions, students are required to:

- Provide written permission from a parent or guardian
- Wear correct school uniform (unless alternative appropriate clothing is specified for the particular activity).

All excursions leave from and return to the college.
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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<th>Subject</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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<td>Music</td>
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<td>Creations</td>
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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 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. 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, 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 students 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. The focus of History is 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. In Year 12, Australia’s foreign policies and relationship with Britain and America are studied. 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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<th>Subject</th>
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<tbody>
<tr>
<td>Foundation Mathematics</td>
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<tr>
<td>General Mathematics - Further</td>
<td>Further Mathematics</td>
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<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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<tr>
<td>Mathematical Methods and Specialist Mathematics</td>
<td>Mathematical Methods and Specialist 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 4 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 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 take 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. 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 competitions eg ‘No missing a loop’ and ‘Name the Fruit’ 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 9 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>Commerce</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Geography</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</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Science</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>S.H.A.P.E.</td>
<td>Health Education</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>Communication Technology</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Total of 14 Core Semester subjects completed by all students
## Elective Subjects

Students will choose 2 Electives from this list

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>Semesters</th>
<th>Lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.O.T.E.</td>
<td>Arabic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Arts</td>
<td>Art (Choice of 2 from):</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ceramics and Sculpture, Draw It!, Paint It!, Design Factory, Printers Studio, Fabric Fun, Mosaic Madness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Performance Studies</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Creations-Working with: Wood/Metal/Plastic/Leather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.H.A.P.E.</td>
<td>Food Technology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Technology</td>
<td>Materials -Fabric</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Systems Technology</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Total of 4 Elective subjects over two Semesters
CORE SUBJECTS

ENGLISH

Course Content: The course covers the three modes of language: writing, speaking and listening, and reading and viewing. Students study a variety of texts, including novels, 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.

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

COMMERCe

Course Content: The course provides an introduction into the Australian economy and teaches students the basics of budgeting, banking and credit awareness, as well as their and legal rights and responsibilities.

COMMUNICATION TECHNOLOGY

Course Content: Communication Technology in Year 9 aims to develop students’ Information Technology skills. In an environment in which it is no longer enough to be “not good with computers” students need to be confident with a range of software and know how to learn to use software independently. In Year 9 students work with common office applications such as word processing and spreadsheet software; they learn skills with digital imaging and design software; they learn about animation software and audio editing software. Throughout the course the focus is on creating products to meet the needs of an audience or client, and on fostering independent learning.

GEOGRAPHY

Course Content: The course covers the topics of a range of geographic and environmental issues. These topics include climate disasters (for example, bushfires and floods), rivers (including fieldwork along the Yarra River), Asia and cities (including participation in the five day City Experience Program).

A range of geographical skills including map interpretation and analysis of data, will be are also covered.
Future Prospects: Geography is part of an elective subject, 'It's Your World' at Year 10. It is a VCE subject and leads to many exciting career opportunities, such as town planning, work in environmental areas, meteorology, tourism and climatic studies.

**HEALTH EDUCATION**

**Course Content:** This subject examines a range of factors that affect health and development in individuals and families. It develops the knowledge and skills that promote healthy growth, effective relationships and the safety and wellbeing of individuals. Students will participate in discussion, analysis, decision making and evaluation of various health issues such as:

- Risk Taking - including Drugs and Alcohol, Body Image and Self-esteem
- What is Health? Physical, Social and Mental health
- Sexual Health
- The Australian Health Care System

**Future Prospects:** Years 10-12 Food Technology/Years 10-12 Health and Human Development/Years 11-12 Hospitality

**HISTORY**

**Course Content:** A study of Australian History, beginning with Indigenous Australian History prior to European settlement. The course also examines the Industrial Revolution, convicts, Federation and World War One.

**Future Prospects:** History is studied as a core subject in Year 10 and is offered at VCE level from Units 1 to 4. It is a subject which can be studied in a variety of tertiary courses leading to a range of interesting and rewarding careers in fields such as law, media, teaching and many others.

**MATHEMATICS**

**Course Content:** This course will cover the following areas:

- Trigonometry/Number Measurement/Pythagoras Theory/Algebra
- Statistics and Probability Linear Graphs

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

Course Content: Depending on the elective chosen by the class, students will measure their own fitness level and will maintain regular participation in moderate to vigorous physical activity. They will combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

Students choose two units from those listed below. Each unit runs for one semester.

FITNESS: Activities may include a fitness assessment, aerobics, power walking, cycling, weight and circuit training.

COURT SPORTS: Sports such as Netball, Basketball, European Handball, Volleyball and a range of other sports played on a Court. Students will cover basic skills and rules and spend a majority of lesson time on participating in game situations.

BATS AND STICKS: Sports such as Bat Tennis, Lacrosse, Hockey, Softball, Cricket and Badminton. Students will cover basic skills and rules and spend a majority of lesson time on participating in game situations.

SPORTS BAG: Students will be involved in a number of modified minor games. eg. Bench Ball, War Ball, Bomber and Flyers, Run the Gauntlet and many more. Students may also get the opportunity to make up their own game and introduce this to their classmates.

FOOTBALL CODES: A variety of football codes such as Soccer, Rugby, Touch Football and AFL rules will be covered. Skill practices and fitness activities relating to that code of football will also be covered.

MOVE AND GROOVE: Students will have the opportunity to participate in a variety of performance based units such as, Aerobics, Dance, Gymnastics and Cheerleading. Students will learn basic moves and choreograph their own performances. Students must be willing to perform in front of their peers.

Clothing Required: College sports jacket; College tracksuit pants (bottle green), college shorts (bottle green), college polo T.shirt (bottle green with white logo), college rugby top (bottle green/white), white socks, good supportive runners (not street shoes), bottle green or college green wide brim hat and bottle green PE Bag with the college emblem.

Future Prospects: VCE P.E. leads to jobs in the ever-growing Sport and Leisure fields such as administration, sport medicine, sports technology and recreation.
SCIENCE

Course Content: Year 9 Science encompasses such diverse ideas as:

BIOLOGICAL SCIENCES

Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

CHEMICAL SCIENCES

All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

EARTH AND SPACE SCIENCES

The theory of plate tectonics explains global patterns of geological activity and continental movement.

PHYSICAL SCIENCES

Energy transfer through different mediums can be explained using wave and particle models.

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

ART ELECTIVES

ART

Course Description: A broad range of subjects are offered within the context of Creativity and Design. Emphasis is on the importance of Art and Design within the lives of our students as citizens of the local and Global Community.

Students experiment, explore and manipulate different materials and techniques in order to create original art works. They 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.

Students are given the opportunity to select two units from the following list. Each runs for one semester.

3D CREATIONS - CERAMICS AND SCULPTURE

Course Content:

- Different Clay-forming and hand building techniques;
- Understanding firing procedures - Greenware and bisque;
- Three dimensional construction and assemblage techniques.

DRAW IT, PAINT IT TWO DIMENSIONAL STUDIES

Course Content:

- Exploring tone, line and form
- Investigate structure and transformation of natural forms; Colour relationships;
- Realism to abstraction.

DESIGN FACTORY - ADVERTISING AND ARCHITECTURE

Course Content:

- Drawing for a target audience
- Different rendering and drawing techniques
- Basic two dimensional and three dimensional drawing skills

PRINTMAKING STUDIO - DIFFERENT PRINTMAKING PROCESSES

Course Content:

- Mono prints
• Lino-printing – Relief printing Dry point Etching – Intaglio Silk-Screen – Stencils

FABRIC FUN - DYEING, PRINTING AND MANIPULATING FABRIC

Course Content:

• Procion Dyes – Immersion dyeing
• Silk-screen – stencils and printing on fabric
• Manipulating fabric using stitch applique and cutting to create 3D effects

MOSAIC MADNESS - MAKING MOSAIC OBJECTS

Course Content: Design for 3D objects and direct application method

CREATIONS

Course Description: This course focuses on using visual interest in creativity and in using a range of materials to create original art works. Creations offers students a unique opportunity to experiment and explore a range of materials, techniques and processes to create innovative and creative art works such as:

• Wire Sculptures incorporating different gauges and colours of wire.
• Jewellery making incorporating wire, beads, ribbons and related materials.
• Relief Work incorporating paper, wire, paint and related 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 individual design process.

MUSIC

Prerequisites: Year 7 and 8 Classroom Music or Instrumental Studies for one year.

Course Content: Music aims to engage students in music making and musical appreciation. Year 9 Music builds on the skills and knowledge covered in the previous years of study. 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, jazz alternative as well as classical. Students focus their learning on the following areas during the Semester:

• Vocal and instrumental performance
• The study of past and present musical styles Music technology
• Music theory and general musicianship Analytical listening and music appreciation Working with other musicians in a group

Future Prospects: An appreciation of different music styles that could lead to the study of VCE music.

Other Information: Students who elect to study V.C.E. Music should study Music in Years 9 and 10 through the Music Electives. Students who select Music should 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 College Gala Music Concert at the Clocktower Centre, the End-of-Year Concert and in various competitions
Performance Studies

Course Content: Performance Studies aims to nurture students' imagination, creativity and knowledge of themselves and the world in which we live. It further extends students' confidence in themselves and an appreciation of the contributions made and the talents of others. Students develop their work through constructive criticism, aesthetic appreciation and responses to each other's contribution, ideas and performance work.

The Year 9 Drama component of the Performance Studies Course involves two main areas of study: Drama and Dance/Movement.

In Semester 1, students study the following areas:

- Ensemble Work: Caricature and Stereotype based on the theme of 'comedy'
- Solo Performance: This area gives the students an opportunity to practice solo performance skills and gain confidence in performing outside a group situation
- Melodrama: This unit of work looks at melodrama and its characters

In Semester 2, students study the following areas:

- Interpretive Movement: Students create pieces of dance and drama that are performed to the class.
- Ensemble Work: Theme or Issue based group work. This unit of work enables the student to use a contemporary theme or issue to create a short piece suitable for a group performance.
- Audition Performance: In this unit students create their own audition piece, which may include song, music, dance or melodrama. Students may perform a scripted audition piece.

Languages

Arabic

Prerequisites: Year 8 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 8 French

Course Content: 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 8 Italian
Course Content: 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 8 Japanese

Course Content: 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.

**S.H.A.P.E. Elective**

**FOOD TECHNOLOGY**

Course content: Year 9 Food Technology studies the safe and hygienic preparation of food, as well as provides opportunity for ongoing practical skill development. This is achieved by learning about the following topics:

- Food production - simple and complex processes
- Nutrition
- Multi-cultural foods
- Convenience foods
- Labelling and marketing of foods
- Bush Foods

Future prospects: Years 10-12 Food Technology/Years 11-12 Hospitality studies/Years 10-12 Health and Human Development

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

**TECHNOLOGY ELECTIVES**

**MATERIALS FABRICS**

Course content: 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 tools and processes to develop their products. Students create products such as pin cushions, boxer-shorts and decorative cushions. The course culminates with the design and production of a product chosen by the student. Self-motivated, creative and practical students will find a great outlet for their abilities in Fabrics.

**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 an excellent option for students who are interested in working in the Information Technology field, and is a great introduction to VCE Information Technology.

**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.
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 9 REDEMPTION PROCESS

This process applies to Assessment Tasks only.

Teachers may issue a Notice of Failure to Submit Work redemption form to students if a student fails to hand in work or complete an assessment task. Failure to submit a task may be due to:

- Frequent absence from class
- Failure to use class time effectively
- Failure to complete assessment task set for homework
- Absence on the day of a test

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.