



YEAR 9 2017
ELECTIVE SUBJECT INFORMATION BOOKLET



INFORMATION FOR PARENTS AND STUDENTS

Young women
of integrity
and purpose

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SUBJECT CHOICES FOR YEAR 9 AND YEAR 10, 2017-2018 INFORMATION FOR YEAR 8 STUDENTS AND THEIR PARENTS

This booklet is designed to assist students in making subject choices for Years 9 and 10. Please read this booklet carefully.

NSW BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The RoSA is the credential for students who leave school after Year 10 and before they receive their HSC.

Some of the key elements of the RoSA are:

- It is cumulative, showing a student's achievement until the time they leave school.
- It is based on school-based assessment.
- It is able to be reliably compared between students across NSW.
- It gives students the option of taking online literacy and numeracy tests.
- It offers a means of recording extra-curricular achievements.
- It reports on student achievements in Stage 5 using A to E grades (or equivalent) in the same way as currently occurs at the end of Year 10 (but without external test results).
- Core and elective subjects that have been satisfactorily completed in Stage 5 are reported with a school determined grade.
- The other mandatory curriculum requirements that have been met are also listed.

CORE SUBJECTS:

To qualify for a Record of School Achievement (RoSA) Students are required by the Board of Studies, Teaching and Educational Studies (BOSTES) to continue their **compulsory** studies in the **core subjects** listed below:

- English
- Mathematics
- Science
- Australian History and Geography
- Personal Development, Health and Physical Education (PDHPE)

At PLC Sydney, all students in Stage 5 must also study **Christian Studies**.

Students will be automatically placed into classes for each of these subjects.

ELECTIVE SUBJECTS:

Students will study 3 elective subjects. The elective subjects are categorised as shown in the table below:

	NSW BoSTES Courses	Cambridge (CIE) Courses	PLC Developed Course
Conditions	Students may select some or all of their elective courses from this category	Students may select one elective course from this category	Recommendation to enrol in this course is made by the College. Students who think they may benefit from the course can also contact Ms Pollett.
Subjects	<p>Chinese* French Italian Japanese Latin</p> <p><i>(Students should have studied these languages in Year 8 if they wish to study them in Years 9 and 10)</i></p> <p><i>*This course is not directed at Background Speakers.</i></p> <p>Design and Technology Textiles Technology</p> <p>Drama Music Visual Arts</p> <p>Commerce Elective History Elective Geography</p> <p>Physical Activity and Sports Studies</p>	<p>Computer Science</p> <p>Global Perspectives</p> <p>History</p> <p>Philosophy and Belief</p> <p>Physical Science</p>	Vivid Texts

Note:

- Classes are formed in each course subject to sufficient demand.
- Certain combinations of subjects may not be available due to timetable constraints but we do our best to provide a wide range of subjects.

In making subject choices students should:

- Take into account their performance in the subject to date.
- Select subjects which engage their interests.
- Select subjects which offer a variety and balance of skills.
- Be aware that, at this stage of their education, there is no need to be concerned about matching subjects to career paths. This is the time to explore different ideas, disciplines and skills. Students can choose from any of the HSC courses available regardless of their subject choices in Years 9 and 10 (with the exception of Languages).

SUBJECT SELECTION PROCEDURES

Step 1:

Read this booklet carefully and select your preferred elective combination.

Step 2:

Please refer to the instructions attached to the end of this booklet. Follow the steps and use the code provided to log in and enter your preferred elective combination, including one reserve elective subject, by the date indicated. This choice is not binding at this stage but please make your selections carefully, as this is one of the first indicators given to the College of class numbers and staffing requirements for the following year.

Step 3:

The subject choice information is collated and used to determine the subject lines for timetabling. These lines are developed to provide the greatest choice to the greatest number of students.

NOTE: Subject choices may be changed following discussion with Ms Pollett and receipt of a written request from a parent or carer. **Please note it may not be possible to make changes to your selection after classes have been created and staffing allocations are made. This is also subject to availability of places within the requested class. Please choose wisely.**

Should you wish to discuss subject choices please contact the Head of Year 8, Mrs Nichols, or Ms Pollett Head Teacher Curriculum PK-12.

YEARS 9 and 10, 2017-2018 CORE SUBJECTS (COMPULSORY)

CHRISTIAN STUDIES

Christian Studies continues to form part of the common core of subjects in Years 9 and 10, with an examination at the end of each year. The curriculum has a growing focus on thinking about ethical issues and beliefs, and on engaging respectfully with the ideas of others. As the students mature they are able to engage with increasingly complex ideas, assisting them in the task of developing their own personal faith and values, while considering a clearly articulated Christian world view.

ENGLISH

In Years 9 and 10, the English program aims to develop proficiency in all aspects of literacy and also to foster a love of literature and ideas. Therefore, emphasis is given to the skills of reading, writing, listening, speaking, viewing and representing. We encourage students to read widely and critically, to understand and assess the impact of the various forms of the media, to develop confidence and competence in various aspects of the spoken language and to use technology as an integral part of communication and creative expression.

MANDATORY GEOGRAPHY

Geography's objective is to stimulate students' interest in the engagement with the world. It is an inquiry based course which aims to develop an understanding of the interactions between people, places and environments across a range of scales in order to become, informed, responsible and active citizens. It involves the opportunity to develop knowledge and skills across a range of topics such as:

- **Sustainable Biomes** Changing biomes
Biomes produce food
Challenges to food production and food security
- **Environmental Change and Management:** Environments
Environmental change
Environmental management
Investigative independent study
- **Changing Places:** Causes and consequences of urbanisation
Urban settlement patterns
Internal migration
International migration
Australia's urban future
- **Human Wellbeing:** Human wellbeing and development
Spatial variations in human wellbeing
Human wellbeing in Australia
Improving human wellbeing

The syllabus incorporates Information and Communications Technologies (ICT) and provides fieldwork opportunities. At the end of this course it is our aim that all students will be aware and active Australian citizens.

MANDATORY HISTORY

History comprises an overview of features and characteristics of the modern world and Australia from the 1750s to the 20th Century through historical concepts, including:

The Making of the Modern World 1750	The Industrial Revolution (1750-1914)
	Asia and the World (1750-1918)
	Australians at War - World Wars I and II
The Modern World and Australia	Rights and Freedoms (1945-Present)
	People, Power and Politics in Australia (1970s-1990s)

MATHEMATICS

Mathematics includes reasoning and problem-solving as a creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication.

Stage 5 Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. The ability to make informed decisions and to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for the 21st century.

The NSW Syllabus for the Australian Curriculum prescribes a continuum of learning, with 3 pathways (5.1, 5.2 and 5.3). PLC's strongest mathematicians will complete 5.1, 5.2 and 5.3 during Years 9 and 10. Others will complete 5.1, 5.2 and parts of 5.3. To give every student ample preparation for Mathematics in Years 11 and 12, we endeavour to ensure that all students adequately meet the outcomes of 5.1 and 5.2.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

The course develops further the knowledge, skills and understandings introduced in Years 7 and 8. Personal Development, Health and Physical Education classes focus on making healthy decisions, values clarification, lifestyle diseases, interpersonal skills, drug education, nutrition, decision making skills, relationship skills and teamwork. Year 9 will also participate in a special educational program called Insights, which aims at developing skills in resilience and promotion of healthy social and emotional development in adolescents. Practical units include athletics, dance and game sense and recreational activities. It is our aim to promote lifelong involvement in physical activity and give opportunities for improved self-image through developing physical, social and emotional skills and understandings.

SCIENCE

The Years 9 and 10 Science program will follow the NSW Syllabus for the Australian Curriculum. The aims of the course are to develop in students an interest and enthusiasm for Science, as well as an appreciation for its role in finding solutions to contemporary science-related problems and issues. Students will be provided with experiences that develop knowledge and understanding of the nature and practice of scientific enquiry and of phenomena in the natural world. Skills in applying scientific processes and applying their understanding to new situations will be developed. Students will gain an appreciation of the dynamic nature of scientific knowledge and its influence in improving understanding of the natural world so that evidence can inform society's decisions regarding the use of science and technology.

ELECTIVE SUBJECTS

CAMBRIDGE INTERNATIONAL EXAMINATIONS

COMPUTER SCIENCE

This course follows the syllabus of Cambridge IGCSE Computer Science (0478).

It is offered for students with an interest in how computers work and what you can make them do. The course is split between theoretical and practical knowledge, but in class there will be extra emphasis on practical knowledge; that is, computer programming.

The Ruby programming language will be used throughout the course to implement and explore the concepts learned, but the Cambridge examinations do not make use of any particular programming language.

Topics covered

Year 9	Year 10
Flowcharts and pseudocode Introduction to Ruby Binary and hexadecimal Memory and data storage Logic gates and logic circuits Security and ethics Communication and Internet technologies Input and output devices Further Ruby programming Operating systems and computer architecture High- and low-level programming languages Memory, storage devices and media	Further Ruby programming Databases <i>Preparation for Cambridge Examinations</i> * Data structures in Ruby * Algorithms * Programming in C and assembly language * Functional programming

The topics marked with * are not part of the Cambridge syllabus and will be taught after the examination. These topics give a deeper and broader education in Computer Science, and provide a solid grounding for further studies.

Assessment

Students sit two Cambridge examinations for Computer Science. These will be sat in the June examination period.

Component	Weighting	Assessment Type
Paper 1: Theory 1 hour 45 minutes; 75 marks	60%	External Written paper
Paper 2: Problem-solving and programming 1 hour 45 minutes; 50 marks 20 of the marks for this paper are from questions set on the pre-release material.	40%	External Written paper

Both papers contain short-answer and structured questions.
 No calculators are permitted in either paper.

It should be noted that there is a final examination in Year 10 and there are also PLC Sydney internal assessments throughout Years 9 and 10.

GLOBAL PERSPECTIVES

This is an exciting course that has been taught for the previous two years. Not only is the content of the course exciting, it will be taught in a way that is different from the traditional approach. If students choose this elective they will be part of a world-wide network of students studying issues that affect people across the globe. The key is the students select the content of study they are interested in and they present information in a manner of their choosing.

Topics covered

Below is a list of the possible topics for Years 9 and 10. While some topics will be compulsory, others will be selected by the class and some will be available for individual study.

- Belief Systems
- Biodiversity and Ecosystem Loss
- Climate Change
- Conflict and Peace
- Disease and Health
- Education for All
- Employment
- Family and Demographic Change
- Fuel and Energy
- Humans and Other Species
- Language and Communication
- Law and Criminality
- Poverty and Inequality
- Sports and Recreation
- Technology and the Economic Divide
- Trade and Aid
- Tradition, Culture, and Identity
- Transportation and Infrastructure
- Urbanisation
- Water, Food, and Agriculture

The first topic in Year 9 will be 'Education for All'. In this topic students investigate education in Australia today and in the past.

A new approach

While there will be some teacher-centered lessons, the focus will be on skilling students in research. Sometimes students will do this alone, sometimes in small groups and sometimes with a student in one of our network schools. Students will use the internet, email, Google Docs, Skype and a number of other communication tools to complete tasks in cooperation with partners in the Netherlands, Hong Kong or U.K.. Students will then compile a written report, make a video, or give a multi-media presentation of their findings.

Assessment

It should be noted that while there is a final examination in Year 10, the majority of assessment is based on research and the presentation of reports.

Component	Weighting	Assessment Type
<p>Individual Research Students carry out research based on two topic areas and submit an Individual Research report on each topic. The report can be written or be a multimedia presentation.</p>	40%	Internal School Based Individual
<p>Group Project The Group Project consists of two elements.</p> <p>Group Element Students collaborate to produce a plan and carry out a group project based on research into one topic area. The topic area must be different from the topics studied for the Individual Research.</p> <p>Individual Element Students evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Students report on what they have learned from cross-cultural collaborations.</p>	30%	Internal School Based Group 33% Individual 67%
<p>Written Paper 1 hour, 15 minutes The Written Paper consists of mandatory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives.</p>	30%	External Individual

HISTORY

Cambridge IGCSE History is offered for those students with a special interest in Modern History and International Relations. The course structure is:

Component	Topic
<u>Core Study:</u> The 20 th Century: International Relations since 1919	<ul style="list-style-type: none"> • The Peace Treaties 1919-23 • The League of Nations • International Relations in the 1930s • The Reasons for the Cold War • The US Response to the Spread of Communism • Europe and the Cold War 1948-1989 • The Problems in the Gulf c.1970-2000
<u>Depth Study:</u> Germany 1918-1945	<ul style="list-style-type: none"> • The Weimar Republic 1919-1933 • The Rise of Hitler and the Nazi Party 1923-1934 • The Nazi Régime 1933-1945 • The Impact of the Nazis on life in Germany

Assessment

Component	Weighting
1 Examination Paper 1 (2 hours) Candidates answer: TWO questions about <u>Core Study The 20th Century: International Relations since 1919</u> ONE question about <u>Depth Study: Germany 1918-1945</u> All questions are in the form of structured essays, split into three parts: (a), (b) and (c).	40%
2 Examination Paper 2 (2 hours) Candidates answer six questions on one prescribed topic taken from the <u>Core Study: The 20th Century: International Relations since 1919</u> For November 2018 the prescribed topic is <u>Why had international peace collapsed by 1939?</u>	33%
3 Coursework or Examination Paper 3 Candidates produce one piece of extended writing (not more than 2000 words) based on an issue of significance relevant to the <u>Depth Study Germany 1918-1945</u> . In Examination Paper 3 students write ONE essay for 40 marks in response to a question about the <u>Depth Study Germany 1918-1945</u>	27%

It should be noted that there is a final examination in Year 10 and there are also PLC Sydney internal assessments throughout Years 9 and 10.

PHILOSOPHY AND BELIEF

Philosophy and Belief is a fun combination of practical enquiry, classical philosophy, and the history and ideas of religion. By critically developing thinking skills and asking questions about the ways of knowing that make all school subjects work, students will be able think and learn better in all areas of schooling and beyond.

The course is based on:

- pedagogies of exploration, dialogue, problem play, thinking skills, and real world issue solving
- this method is built upon the classical categories and terminologies of: epistemology, metaphysics, ethics, anthropology, linguistics, historiography, theological traditions and theories of happiness

Topics	Overview
Thinking skills tool kit	Philosophy
How do we know that we know what we know?	Revelation (Plato's Cave, the Delphic Oracle, the Bible, the Qu'ran); making things up (scepticism and the brain in a vat, what is the Matrix); thinking things through (reason, syllogisms and logic)
Arguments for and against the existence of a god	Arguments from origins, design, Christology, Aquinas, Hume, Kant, Pascal's wager, Lewis' trilemma, Ward, Plantinga's critique of evolutionary naturalism, New Atheism (Dawkins, Grey and Lennox)
When is it right to lie cheat, steal and slay?	ETHICS: The four Roman cardinal virtues; ten commandments or two; Mill, Bentham and the best outcome for everyone; Nietzsche and superman; applied ethics in medicine, science and politics
Cells and souls: what is a person?	Keith Ward on Spirit and matter; human origins; entries and exits; the individual and society; nature or nurture; gender and identity; Freud, Lacan, and neuropsychology; the global village; the mirror of media; the medium and the message
Language and its problems	Structuralism, deconstruction, post structuralism, Critical approaches
History and religion:	<ul style="list-style-type: none"> • The Biblical canon, who where and when • Jesus and his Greco-Roman-Jewish historical constructions
The great theological traditions:	Catholic, Orthodox, Reformed, Anglican, Presbyterian, Non-Conformist, holiness and Pentecostalism, Postcolonial theology: Australia, Africa, the Americas and Indigenous Christianity
The good life	<ul style="list-style-type: none"> • Life, liberty and the pursuit of happiness • I shop therefore I am
Focus	A semester focus on theology in the Presbyterian faith

PHYSICAL SCIENCE

The Physical Science course provides opportunities for students to extend themselves in the fields of Chemistry and Physics. The course seeks to emphasise the relevance of Science to everyday life and the natural and constructed worlds.

The course will strengthen and enrich students' knowledge and understanding of science concepts, providing extensive and valuable preparation for the study of Science in senior years.

Candidates can either follow the Core syllabus only, or they can follow the Extended syllabus which includes both the Core and the Supplement. Candidates aiming for grades A* to C should follow the Extended syllabus.

Topics in Chemistry

The Particulate Nature of matter	Experimental Techniques
Atoms/elements/compounds	Stoichiometry
Chemical Reactions	Acids, bases & salts
The Periodic Table	Metals
Air and Water	Lime and Limestone
Organic Chemistry	

Students will explore advanced concepts including structure and bonding, stoichiometry including the mole, reacting masses and volumes of gases and solutions, oxidation and reduction, acids and proton transfer reactions, inorganic analytical chemistry, saturated and unsaturated hydrocarbons, alcohols and polymers. An understanding of these areas will provide an excellent preparation for the study of Stage 6 Chemistry.

Topics in Physics

Speed, Velocity and Acceleration	Mass, Weight, Density and Forces
Energy, Work and Power	Thermal Physics
Properties of Waves (Light and Sound)	Electricity and magnetism
Electromagnetic Effects	Motors, Generators and Transformers
Atomic (Nuclear) Physics	

Senior concepts explored in the Physics component will include the generation of electricity, transformers and the conversion of electricity into motion using motors, radioactivity, isotopes and cathode rays, calculations for work, power, potential and kinetic energy, electric charge, power and energy using Einstein's equation $E=mc^2$.

An understanding of these areas will provide an excellent preparation for the study of Stage 6 Physics.

Assessment

Students will sit an external examination, conducted by Cambridge International Examinations (CIE), in late 2018 consisting of the following three components.

Component	Weighting	Assessment Type
Paper 1 (Core) OR Paper 2 (Extended)	30%	Written examination Multiple Choice
Paper 3 (Core) OR Paper 4 (Extended)	50%	Written examination Short answer and extended response
Paper 5 OR Paper 6	20%	Practical OR Alternative to Practical (Written)

Internal assessment leading up to the final examinations will comprise of a range of tasks including:

- Written examinations (modelled on CIE Papers 1, 2, 3 and 4)
- Practicals (modelled on CIE Paper 5)

BOSTES ELECTIVE SUBJECTS

CREATIVE ARTS

DRAMA

Drama is a two year course with the option of continuing studies through Year 11 and Year 12. The aim of Drama in Years 9 and 10 is to provide students with experiences in which academic inquiry, creative thinking, and communication are developed through performance, observation and written reflection. Students will work in a collaborative environment and consider how Drama and theatre can enrich and sustain cultures.

The Years 9 and 10 syllabus focuses on a diverse range of theatre-based activities that explore the making, performing and appreciation of Drama:

Making: the creation and development of self-devised and scripted Drama

Performing: the enacting of devised and scripted Drama using a number of performance techniques and styles

Appreciating: exploring the meaning and impact of Drama on the personal and social aspects of the human experience. This includes studying the historical significance of various theatrical movements.

These three areas are explored through a range of **topics** including:

- Mime
- Improvisation
- Self-devised Playbuilding
- Physical Theatre
- Scripted Drama
- Realism
- Absurdism
- Protest Political Theatre (Brecht and Boal)
- Stanislavski
- Commedia dell'arte
- Docu-Drama (Drama based on real life events)

Excursions and Incursions

Students will have the opportunity to view theatrical productions relevant to their study. They will also engage with professional practitioners in areas specific to their learning. Past examples include: Swoop Physical Theatre School, ATYP, Zeal Theatre Company, Sydney Theatre Company, Belvoir St and Sport for Jove Shakespeare Company.

The study of Drama is valuable for secondary students because it is an important form of expression and communication in almost every known culture. By completing the Drama course students will learn to work collaboratively and individually while developing confidence in communication, performance and written critical analysis skills.

MUSIC

Pre- Requisite: All students who study Music must learn an instrument or study singing. Music in Years 9 and 10 is open to **all** students who have a desire to extend their knowledge and expand their skills.

Music students in Year 9 must study the concepts of music, through the learning experiences of performing, composing and listening.

The elective Music course has THREE areas of study:

1. **Performance:** All elective music students are required to learn and study an instrument/voice **and all students must be involved in one of the College's ensembles, that is, orchestra, wind ensemble, choir etc.** Many students find that playing in front of an audience is very difficult. Therefore, the aim of this study is to get over nerves through active participation in group work and students are assessed on their involvement in their chosen ensemble. Students can also elect to perform solo if they wish.
2. **Composition:** This part of the course can often be the most satisfactory as it involves the *creation* of music. Although much of the tuition is based on learning the basic rules, time is allowed for students to experiment. As part of the compositional process students will learn how to use computer software programs such as 'Sibelius'.
3. **Listening:** There are 2 aspects of this area: Aural and History.
Aural: is the ability to notate music by listening to it, together with developing a critical ear and understanding how the elements of music are used in music. Students will learn how to use the aural computer software program "Auralia" or "E-lr".
History: Students will study examples of music from different periods of music history, by developing skills in score reading and analysis.

Eight topics are studied in Music for Years 9 and 10. The topics may include: Baroque music, classical music, romantic music, medieval music, renaissance music, art music after 1900, traditional music of a culture, popular music, jazz, music for radio film and television, music for theatre after 1900 and the compulsory topic of Australian music.

Excursions: In Year 9 all students attend **ENCORE** at the start of the year. This is a concert held at the Sydney Opera House and features the best performances and compositions from the HSC of the year before. In Year 10 all Elective Music students must attend **Meet the Music** at the Opera House. This concert is held four times a year – one concert in each term and it features pieces that are studied in class and played by the Sydney Symphony Orchestra.

VISUAL ARTS

Visual Arts is an exciting, challenging and rigorous course providing various approaches to understanding how images and objects are identified, created, categorised, interpreted and values made. It is concerned with developing students' abilities to make and study images and objects which have a range of meanings and purposes. These approaches encourage students to understand the works they make, and those of others, in terms of:

- Subjective experiences of individuals involved in making and responding to works
- Cultural value and social meanings
- Communicative value made possible by the use of symbols
- Meanings which may be possible when works re-contextualise other works

The Visual Arts course encompasses the practices of making, critical study and historical study.

Making involves the students exploring the expressive potential of materials, methods and techniques and using perceptual and conceptual skills and imagination to give form to their ideas. This provides students with a unique means of personal growth and development. The range of forms experienced by students in Years 9 and 10 include; photography, digital imaging, animation, ceramics, painting, printmaking and drawing. Students are encouraged to create artworks which are innovative, boundary breaking and reflective of contemporary art practice.

During the Year 9 course students attend a full day artmaking incursion including a workshop from a visiting artist. Year 10 students attend a full day photoshoot at Cockatoo Island. These days enable students to deeply engage with their artmaking and be further exposed to ideas, skills and inspiration to apply in their own practice.

Currently we are offering ceramics, painting and etching in Year 9 and photography (film and digital), drawing, animation, and a short study of Modernism in Year 10. These include:

Me, Myself and I, self-portrait ceramic busts

Light and Life, a realist perspective: canvas painting

Passport: Citizen of the World, intaglio (etching) printmaking

Point of View, a unit involving photography (35 mm darkroom and digital), drawing and animation

Modernism and Modernity, development of a body of work based on innovations of the 20th Century

Critical study involves developing understandings about the meanings of artworks, establishing criteria for making judgements. Historical study involves investigating and interpreting artworks within their historical contexts. Through the critical/historical study students are engaged in verbal and written discussion concerned with interpreting works from different historical periods, speculation about the meaning of works and developing insights into the beliefs and values of their own culture and other societies. Written tasks take the form of artwork analysis tasks, research essays and the yearly examination.

Each unit of work is thematically based to establish a strong link between the making and critical/historical practices of the course. This course has an emphasis on making with the assessment weightings:

60 % Making

40 % Art Critical and Art Historical Study

Should you have any questions please contact Visual Arts staff members at The Croydon.

HUMAN SOCIETY AND ITS ENVIRONMENT

COMMERCE

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

The **essential content** studied includes:

- Consumer choice - problems and issues
- Personal finance - effective use and management of money
- Law and society - how laws affect individual groups and regular society
- Employment issues - options, rights and responsibilities in the work environment

Additional content is provided by a series of options.

A wide variety of options are studied across Years 9 and 10. Selection is based on relevance and the interests of the students.

These include:

- Running a business
- Political involvement
- Promoting and selling
- Law in action
- Global links
- Investing
- Travel
- Towards independence

Students considering studying Business Studies, Economics and Legal Studies in senior years would strongly benefit from studying Commerce.

The strategies used in teaching are varied and aim to engage students and develop a variety of skills. Student-centered approaches are central to the teaching strategies.

Activities include:

- Student focused learning through group work and research. Research tasks involve engaging a variety of ICT applications to gather and select information, and to present findings in a variety of formats.
- Student participation in relevant fieldwork. Developing skills in gathering and analysing information in the field. Recent visits have included the **Law Courts** and **Government House**.
- Students work in groups to simulate planning and running their own businesses. A **Market Day** held in the lunch hour is a culmination of this.
- Student extension through participating in external competitions. Year 10 students have participated in the **Financial Literacy Competition**.
- Students develop an understanding of the role of **Civics and Citizenship** throughout the courses. They learn about redressing economic inequity in society, promoting ethical behaviour and responsible citizenship.

GEOGRAPHY (Elective)

Embark on a global journey of people and places, difference and diversity, cultural issues and social awareness.

The Geography Elective course provides students with the opportunity to explore a wide variety of topics over two years. It is a separate course to the Mandatory Geography course and unlike the mandatory course enables topics to be studied in greater depth using a variety of interesting approaches. It is an inquiry based course.

There is flexibility for students to have input into the topics and case studies they wish to study. Students through inquiry will explore 5 topics from a list of 8 topics.

Topics to select from include:

Oceanography
Political Geography
Australia's Neighbours
Interactions and Patterns along a Transcontinental Transect
Global Citizenship
Primary Production
Physical Geography
School Developed Option

This course gives the opportunity to examine many contemporary issues in an informative and interesting manner and from a variety of perspectives. Students are challenged to acquire new knowledge, understanding and skills.

Opportunities for fieldwork shall occur throughout the course. It is an integral and mandatory part of the study of Geography. Valuable research skills shall be acquired which can be applied throughout the students' future studies in a variety of subject areas. Students can work independently to acquire geographical information, process the information and communicate it.

It will be the best two years of your life!

HISTORY (Elective)

History (Elective) is offered as TWO courses:

- Pre-Modern History – pre -1750
- Modern History – 20th Century (see Cambridge History on Page 10)

History (Elective) is organised around three study areas, features of which are integrated in order to facilitate the development of a student's depth of knowledge, understanding of concepts and skill in both critical reading and clarity of expression. The content outlined below is drawn from the pre-1750 period in order to avoid overlapping with Mandatory History and/or Cambridge Modern History.

	Ancient, Medieval and Early Modern Societies	Constructing History	Thematic Studies
Year 9	Renaissance & Reformation Society in Europe	<u>Historical Biography</u> <ul style="list-style-type: none"> • Nicolo Machiavelli • Martin Luther 	<u>Heroes & Villains</u> <ul style="list-style-type: none"> • The Medici
	Tudors and Stuarts 1485-1714	<u>Historical Biography</u> <ul style="list-style-type: none"> • Henry VIII • Elizabeth I 	<u>Heroes & Villains/Film & History</u> <ul style="list-style-type: none"> • Oliver Cromwell
	The Tokugawa Shogunate		<u>Heroes & Villains:</u> <ul style="list-style-type: none"> • Oda Nobunaga • Toyotomi Hideyoshi • Tokugawa Ieyasu
	Fall of the Roman Republic	<u>Historical Biography</u> <ul style="list-style-type: none"> • Julius Caesar 	<u>Women in History/Film & History</u> <ul style="list-style-type: none"> • Cleopatra
Year 10	A range of options is available and will be determined during the latter part of Year 9 to take into account students' interests and staff expertise. The History Elective course has a significant individual research component undertaken during Year 10 in which students have an opportunity to research an area of individual interest related to one or more of the course themes.		

LANGUAGES

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment. Students learn to appreciate different countries, cultures, communities and people, and gain insight into their own culture and society.

While learning another language, students build on their literacy skills in English and improve their ability to communicate their thoughts and ideas. Linguistic skill and confidence are the keys to becoming successful communicators.

The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. All students who have completed the Stage 4 course will be eligible to continue their language in Stage 5 and study either Continuers, Heritage (Chinese only) or Extension level for the Higher School Certificate.

This year PLC Sydney offers 5 Languages in Years 9 and 10. They are:

CHINESE

The objectives of this course are to enable students to communicate in both spoken and written Chinese and to ensure a greater understanding of Chinese language, customs and culture. Students are encouraged to use Chinese in their school, home, local community and countries where Chinese is spoken. In addition to the timetabled lessons, students have extra conversation practice in small groups with our Chinese Native Speaker Assistant. Through the use of multi-media teaching aids, innovative activities, excursions and overseas trips, students are expected to achieve the above objectives with great interest and a sense of purpose in learning the language. Please note this course is not available for Background Speakers.

Year 9 Program Outline	Year 10 Program Outline
<ul style="list-style-type: none"> • Clothes and Colours • Shopping • Organising Social Events • Dining Out • Weather • School 	<ul style="list-style-type: none"> • My Studies • My School Life • Asking Directions • My Leisure Time • Personality and Appearance • Travelling • Sickness and Health • Birthday Celebrations

FRENCH

The aim of the course is to develop practical conversation and comprehension skills in French. Students also develop an insight into the culture of the French-speaking world. The course employs a variety of resources including a student course book, Tapis Volant 2, CDs, DVDs, computer software and the Internet. In addition to the timetabled lessons, students have extra conversation practice in small groups or individually with our French Native Speaker Assistant. Students may also have the opportunity to participate in local excursions such as the Alliance Française French Film Festival, a study tour to New Caledonia and a variety of cultural events. Both the linguistic and the cultural knowledge acquired in this course are then consolidated for eligible students during the Exchange Program visit to our partner school in Senlis, France, at the end of Year 10.

Year 9 Program Outline	Year 10 Program Outline
<ul style="list-style-type: none"> • At Home • Daily Activities • Holiday Plans • Talking about Past Events • Leisure and Social Activities • Places Around Town • Food and Shopping • My Health • Relationships 	<ul style="list-style-type: none"> • Expressing Feelings and Emotions • Discussing Past Events • Future Plans and Aspirations • Youth Issues • Family Issues • Travel and Tourism • Sports, Hobbies and Interests • Arts and Entertainment • Culture in France

ITALIAN

The Italian course is an extension of the introductory Year 8 course. Students continue using the same text, Ecco Uno, to acquire and further develop the four skills of speaking, writing, reading and listening. Students receive ample opportunity to practise the skills both in a receptive and productive manner and have the opportunity for extra conversation practice with our Italian Native Speaker Assistant. In addition, the learning of the language is enhanced through a cultural aspect with the use of song and film. Students may have the opportunity to take part in a tour to Italy and a language exchange at the end of Year 10. It is envisaged that by the end of Year 10 students will be conversant in topics such as friends and family, school life, free time and hobbies.

Year 9 Program Outline	Year 10 Program Outline
<ul style="list-style-type: none"> • Leisure and Hobbies • Countries, Nationalities and Languages • Getting Around • Eating and Drinking • The Home • Clothes and Fashion 	<ul style="list-style-type: none"> • Celebrations • Health and Fitness • Friendships and Relationships • Technology and the Modern World • Holidays and Travel • The Future: Work and Study

JAPANESE

This course enables students to develop practical skills in listening, speaking, reading and writing Japanese, and to encourage a familiarity with social and cultural features of Japan. By the end of Year 10, girls are able to read and write both Japanese syllabaries, as well as many kanji, which facilitates their understanding of a variety of text types, including manga. Learning the language is enhanced through the use of a variety of multi-media technologies including appropriate websites, online activities and audio-visual resources. There will be the chance to experience Japanese food and attend a Japanese immersion day at the Nihongo Tanken Centre. A Japanese Native Speaker Assistant Teacher will be available to work with the Year 9 and Year 10 Japanese classes at certain times. Students will also have the opportunity to apply for the two month exchange to Japan with PLC's sister school, Meitoku Gijuku, at the end of Year 10. This provides excellent preparation for their senior studies.

Year 9 Program Outline	Year 10 Program Outline
<ul style="list-style-type: none"> • Food and Eating Etiquette • My Town • My Week • My Daily Routine • School Life • Seasons and School Events • Hobbies • Describing Physical Appearance • Festivals and Celebrations 	<ul style="list-style-type: none"> • Growing Up and Milestones in Life • Nationality and Language • Fast food in Australia and Japan • Shopping in Australia and Japan • Spare time Activities and Invitations • City and Country Life • School trips and Excursions • Part-time Work

LATIN

The students follow an integrated program of topics addressing language features and cultural background. An understanding of Latin grammar (as defined in the syllabus) is developed, and emphasis is placed on acquiring the skills to read Latin passages for comprehension as well as translating into fluent English. The course aims to foster in students an understanding and appreciation of ancient Roman society, including the lifestyle, religion and customs, through participation in group recitation, a dramatic production and culturally oriented excursions. Travel to Italy is also made possible through the Exchange Program in Year 10 and occasional classics or history tours. The main course book used is The Cambridge Latin Course, with vocabulary expansion, cultural exposure and language practice further facilitated by a wide variety of traditional and modern resources.

Year 9 Program Outline	Year 10 Program Outline
<ul style="list-style-type: none"> • The baths: a social centre • Education & writing methods • Local government & elections • The eruption of Mount Vesuvius & destruction of Pompeii • Roman Britain: conquest, trade, houses, farming, slavery, kings, tribes, a warrior queen • Roman Alexandria: growth, trade, key buildings, racial tensions, economy, farming 	<ul style="list-style-type: none"> • Cult worship: the goddess Isis • Scientific discovery: medicine, mathematics, astronomy • Roman Bath • Magic & superstition • Divination & religion • Travel & communication • The Roman army: the legionary soldier & fortress • Agricola, governor of Britain • Sources for Roman Britain

PHYSICAL ACTIVITY AND SPORT STUDIES

Physical Activity and Sport Studies (PASS) is designed for the student who loves being active, participating in physical activities and sports and would like to know more about 'Sports Science'.

The content is arranged in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

The physical activity opportunities provided in this course are different to those offered in the mandatory Years 7-10 PDHPE course. In some cases they will be extension units, for example hip hop dance and additional work using the Fitness Centre, such as fitness classes and testing. In most cases the physical activities will be completely new, for example surfing, golf, skateboarding and stand-up paddle boarding. The emphasis will be on 'physical activity for health' rather than mainstream sports such as netball and hockey.

Students will have the opportunity to not only develop their physical and performance skills, but also lifelong skills such as planning, management and organisation. They will undertake modules of work involving the organisation of sporting activities/events along with advocacy projects for physical activity. Students will show a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia.

The course has both a practical and theoretical component. The modules studied for theory will be exciting and could assist students with the 2 Unit HSC PDHPE course. They will develop a basic knowledge of how the body moves (e.g. anatomy, physiology, skill acquisition, fitness development, energy systems, practice methods) and examine a variety of social issues related to sport (e.g. Australia's sporting identity, drug use, media, patterns of participation). In addition, they will improve their subject-specific literacy for PDHPE. The theory work will be integrated with practical and research activities as well as physical activities to deepen understanding of the concepts.

YEAR 9 PASS PROGRAM OUTLINE

- Body systems
- Surfing
- Fundamental Movement Skills
- Dancing
- Physical Fitness
- Fitness Centre activities
- Skateboarding
- Issues in Physical Activity
- Stand-up paddle boarding

YEAR 10 PASS PROGRAM OUTLINE

- Body Systems
- Improving my Surf Skills
- Event Management
- Hip hop dance
- Enhancing Performance
- Golf
- Sports Smorgasbord

TECHNOLOGICAL AND APPLIED STUDIES

DESIGN AND TECHNOLOGY

Design and Technology enables students to be creative and innovative young designers. Contemporary designers are used as inspiration for the design and manufacture of a range of projects. The process of design includes research and investigation, communicating ideas, planning and production, marketing and advertising, managing and evaluation.

Year 9: The Design Projects

Food Product, Packaging and Promotional Design

The local business "Spoon and Fork" will be used as inspiration for designing a new cookie and cupcake company. This design project enables work to be undertaken individually and collaboratively to design a company name, logo, product packaging and food products for a niche market. Practical cooking lessons will develop hospitality skills in the making of cookies, cakepops, cupcakes and muffins. Graphic design work will include a logo, laser cut packaging and promotional materials that apply food photography skills. This unit will include an industry visit to learn food decoration skills and a session with a professional food photographer.

Industrial Design: Sitting Pretty

A study of the contemporary designers will be used as inspiration for a creative stool or small display table for the bedroom or home. Industrial design skills are developed through the manufacture of a product using laminated timber and laser cut plastics, polypropylene or coloured wallpaper.

Interior Design: Contemporary Lighting Design

An innovative display light will be constructed from polypropylene and polycarbonate material. Design features will be added applying skills in laser cutting, decorative textile design or printed graphic design.

Year 10: The Design Projects

Interior Design

Teams will work collaboratively to design a "Pop Up" restaurant for a public event. Iconic architectural buildings will be used as inspiration for the location and theme of the restaurant. Google SketchUp will be used to develop the interior design space. A restaurant name, theme and menu will be created. Practical cooking lessons will develop hospitality skills in the making of restaurant meals and food products. This unit includes an industry visit to a restaurant, cafe or food truck and the study of the application of social media as a promotional tool.

Creativity and Innovation

An innovative product will be designed and created to launch a new young designer through a market stall. Each student will be able to select a design field of personal interest such as fashion, interior, cooking and food marketing, timber, plastics or graphics. Promotional materials such as a business card and advertising will be created.

Jewellery design

Resources such as perspex, polypropylene, denim, printed fabrics, paper, plywood and found objects will be supplied to create a jewellery range or fashion accessory.

TEXTILES TECHNOLOGY

Textiles Technology inspires students to design and create textile items to reflect current trends in fashion and society. The course enables students to gain an understanding of the design and construction of textile items, properties and performance of textiles, and historical and cultural influences on textiles.

Textile projects develop skills such as concept sketching, fashion drawing and photography, dyeing, printing, fabric decoration, pattern making and construction techniques using a variety of resources.

Year 9 Textile Projects

Textile Arts

A study of Mexican textiles and decorative techniques will be used as inspiration to design and create a framed textile arts piece.

Apparel

A study of the fashion designers Sass+Bide will be used as inspiration to construct a simple garment. Construction and pattern making skills will be developed. An existing pair of denim jeans will be modified to create a contemporary outfit. Fashion photography will enable a magazine advertisement to be created.

Costume

A "Fantastic Plastic" costume will be designed and created. A contemporary feature film will be used as inspiration for designing. The costume will be designed and created to reflect a particular character or scene.

Year 10 Textile Projects

Apparel

A study of the historical significance of hats and a contemporary milliner will be used as inspiration to design a hat or fascinator to be worn to an Australian fashion event.

Costume

A fashion item will be designed and constructed to feature at a perfume launch party. Students will be able to choose the style of garment, costume or fashion accessory to be created. The item will be photographed to feature in an advertising campaign for the perfume company.

Furnishings, Apparel, Non-Apparel

Vintage clothing will be collected and deconstructed to create a contemporary textile item. Students will be able to apply their creativity and textile skill in the development of an innovative concept design. A study of historical, cultural and contemporary perspectives will be used as inspiration for designing.

PLC ENDORSED ELECTIVE

VIVID TEXTS

The Year 9 Vivid Texts course is one of the stages of a three year course. Students have the opportunity to start the course in Year 8 and continue to Year 10. However, it is also possible to start the course in Year 9.

The Vivid Texts courses have been designed to offer PLC students* an opportunity to address the specific language and literacy elements of Reading and Writing for academic purposes across a range of subjects. Elements of language and literacy are embedded in all subject areas but are taught explicitly in the Vivid course enabling students to develop strategic knowledge and understanding, as well as skills to access and produce academic texts with greater facility.

The Vivid Texts programs have been designed collaboratively between Education Support Services and a number of other Faculties where teachers have extracted from their own programs the specific reading and writing skills that are required for students to perform well in their subject areas; those skills are the ones that underpin Vivid Texts. For instance, students learn about and practise the reading skills that are necessary to understand and analyse complex factual texts. Students also refine and expand their academic vocabulary, which is increasingly recognised as the key that unlocks in-depth comprehension. Additionally, students learn about the structure of a range of texts and apply their knowledge to produce, for instance, their own research essay for Geography, expository texts for Science or comparative essay for English.

Furthermore, the pedagogy that underpins the course aims at fostering independence and academic self-knowledge in the students. By making the structures of academic texts explicit and transparent, the students develop confidence in their ability to apply effective text access and production strategies. They understand that processes such as planning, drafting, revising and proofreading are integral parts of their work, and they can reflect on ways to approach their studies more effectively.

Overall, not only does the Vivid course aim to develop students' academic reading and writing skills, it also aims to develop students' understanding of their own efficacy as learners in an academic context.

*Please refer to eligibility criteria on Page 3 of this booklet. Recommendation to enrol in this course is made by the College. Students who think they may benefit from the course can also contact Ms Pollett (ppollett@plc.nsw.edu.au).

ELECTIVE SUBJECT SELECTION ONLINE INSTRUCTIONS

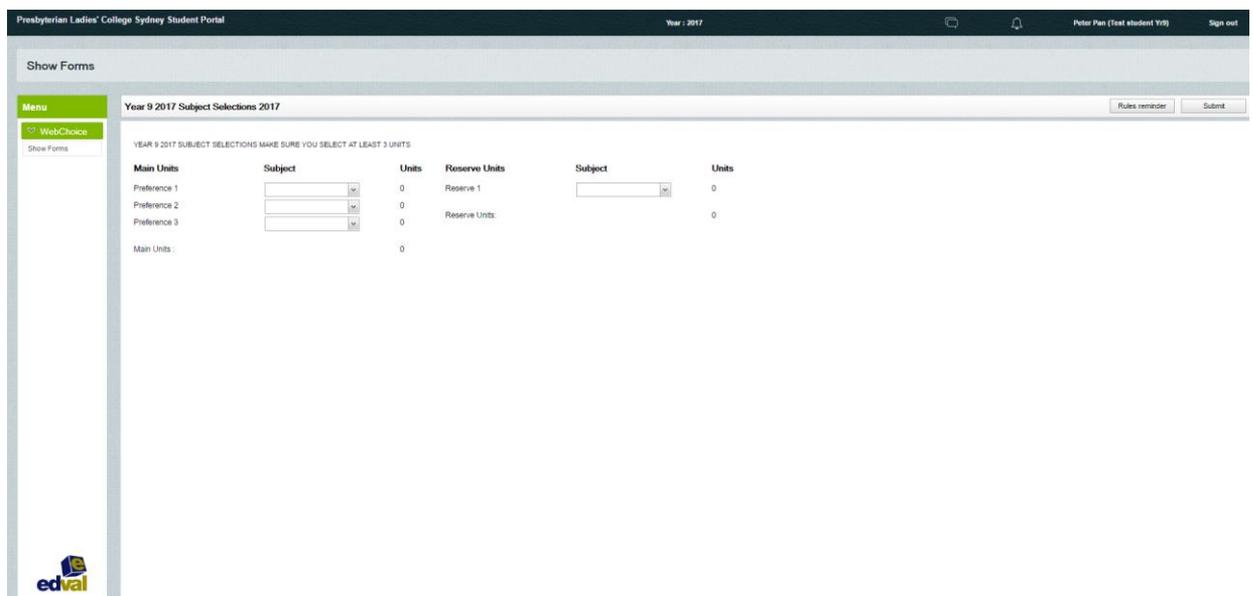
Steps to enter your subject selections (Current PLC Students)

1. Go to <https://web.edval.com.au/>.
2. Enter your Webcode and press enter (**these will be emailed to your school email address on the last day of Term 2**).



Enter your code

3. The Subject Selection screen will display.



Presbyterian Ladies' College Sydney Student Portal Year: 2017 Peter Pan (Test student Y9) Sign out

Show Forms

Menu Year 9 2017 Subject Selections 2017 Rules reminder Submit

WebChoice Show Forms

YEAR 9 2017 SUBJECT SELECTIONS MAKE SURE YOU SELECT AT LEAST 3 UNITS

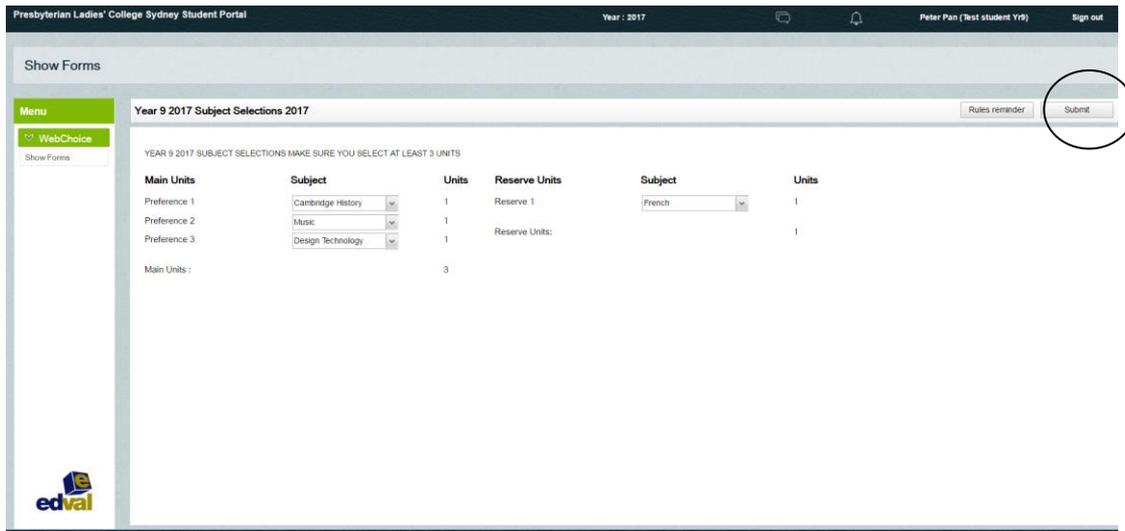
Main Units	Subject	Units	Reserve Units	Subject	Units
Preference 1	<input type="text"/>	0	Reserve 1	<input type="text"/>	0
Preference 2	<input type="text"/>	0	Reserve Units:		0
Preference 3	<input type="text"/>	0			
Main Units:		0			

edval

Enter your subject selections. You must:

- a. select 3 preferences. NB you can select only 1 Cambridge course.
- b. select 1 reserve subject ie. a subject you would do in the event that your first preference combination is not available.

A completed screen will be similar to this:



Presbyterian Ladies' College Sydney Student Portal Year: 2017 Peter Pan (Test student Y9) Sign out

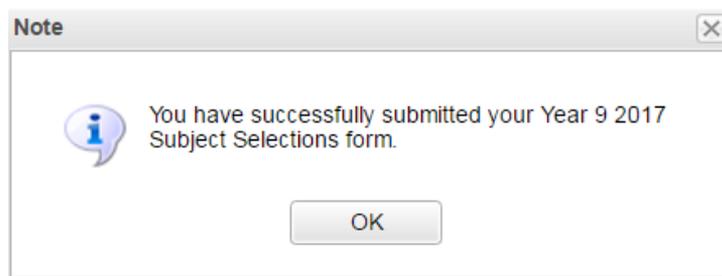
Show Forms

Year 9 2017 Subject Selections 2017 Rules reminder Submit

YEAR 9 2017 SUBJECT SELECTIONS MAKE SURE YOU SELECT AT LEAST 3 UNITS

Main Units	Subject	Units	Reserve Units	Subject	Units
Preference 1	Cambridge History	1	Reserve 1	French	1
Preference 2	Music	1			
Preference 3	Design Technology	1	Reserve Units:		1
Main Units :		3			

4. When complete click "Submit". This message will display:



5. Click OK. Your list of preferences displays. You can print these or close the form and Sign Out (top right hand corner).

PLEASE NOTE:

If you want to change your preferences access the form again. Your selections will display and you can enter amendments.

You can return to this site and amend your preferences until 8am on Thursday 28 July. After this time, any change requests must be sent to Ms Pollett (ppollett@plc.nsw.edu.au).

NOTE FOR FUTURE PLC STUDENTS

Please follow the instructions provided by the Director of Enrolment's office.