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Notes
A Message from the Principal

Dear Parents and Students,

Years 9 and 10 offer students the opportunity to explore far more varied curricular offerings than ever before and to identify the learning areas that inspire their passion.

The Expanding Horizons program that runs throughout Year 9 encompasses an expanded elective program as well as cross disciplinary learning that is not classroom based. By the end of Year 9, students will have explored Rural and City Life, experienced important aspects of creating Community and developed skills that enable them to utilise their Minds and Bodies more powerfully.

The Year 10 program is a crucial foundation stone for the success of VCE. Not only will many students commence VCE in Year 10, undertaking one Unit 1 & 2 sequence (year 11 subject), the habits that are developed and entrenched in this year shape the students’ learning patterns in critical ways.

Most importantly, Years 9 and 10 allow breadth of interest. The more students are engaged in all the possibilities with which our School presents them, the more they are likely to realise the promise of their own potential and of the educational advantages open to them.

I wish our students all the success that they strive to achieve and then some.

Yours sincerely

Michele Bernshaw
Principal
Year 9 Program

Expanding Horizons, Core and Elective Subjects
Year 9 Program

Introduction

The core curriculum in Year 9 continues to develop and extend the skills and knowledge base that students will need in order to succeed in VCE, the wide range of elective choices fosters the students’ ability to pursue their own individual interests and talents.

The King David School curriculum at these levels is divided into two sections – core and elective. Year 9 students undertake the Expanding Horizons Program.

Electives are organised as semester-long units. Students are required to select five elective units each semester. Over the year students must choose:

- Four units in total of Jewish Studies and/or Hebrew
- One compulsory unit of History plus
- One unit of Business Studies, Geography or another History

Students may choose the remainder of their electives from the following list:

- Art
- Geography
- Information Technology
- Music
- Spanish
- Philosophy
- Business Studies
- Hebrew
- Jewish Studies
- Philosophy (Ethics)
- Media
- Physical Education
- Chinese (Mandarin)
- History
- Media
- Physical Education
- Visual Communication and Design

The choice of electives at Year 9 is an important decision. It is important to understand, however, that not all students will be able to achieve their desired course structures as the constraints of blocking subjects against each other may limit some possibilities.

Assessment and Reporting

Assessment in Year 9 is based upon class work, homework, major assessment tasks and formal examinations. The formal examinations occur in June and November.

Detailed reports are sent home to parents at the end of the second and fourth term. Parent-teacher interviews are held towards the end of the first and third terms. These provide an invaluable opportunity for parents, students and teachers to discuss student progress.

Extra-Curricular Activities

The Year 9 sporting program is based on the EISM (Eastern Independent Schools Melbourne). This association organises weekly interschool sport where our Year 9 students team up with Year 8 students, and compete at home and away venues in the following sports: basketball, netball, tennis, table tennis, soccer, softball, hockey and cricket. In Semester One, Inter-House Swimming and Athletics programs run, and lead up to the EISM carnivals. King David also enters the VJSSA (Victorian Jewish Schools Sports Association) events. Extra sporting activities may be organised for students to participate in, such as futsal (indoor soccer), squash, fitness and cycling.

Alongside the academic curriculum which incorporates all key learning areas, there are additional opportunities to engage in Creative Arts, Music, Drama, Sports, Outdoor Education, Interfaith and other programs.
All our students are encouraged to continue to participate in various music ensembles, bands, jazz and rock groups, as well as regular school productions. Students will be given the opportunity to attend a challenging range of Outdoor Education activities including abseiling, climbing and camping skills program.

The Expanding Horizons Program

The Year 9 Expanding Horizons program has been developed over the past six years. It offers students opportunities to explore themselves, and the world in which they live, to enhance their personal skills, to develop their thinking skills, to participate in a wider range of activities and to be actively engaged in their learning.

The Program is designed to:
- Encourage active and responsible citizenship
- Provide students with an exciting and engaging curriculum
- Build students’ independence, confidence and resilience
- Develop the life skills of students
- Encourage students to work outside their comfort zones

Structure of Curriculum

One afternoon per week (Wednesday) will be devoted to the Expanding Horizons program.

The program will incorporate four themes under the following headings:
- Camp/Rural Community Project
- Kehillah Project (Community Service)
- City Investigation
- Mind and Body

The Year 9 Camp will take place during Term 1 and will run for an extended period. For terms 2, 3 and 4 the students will be involved in the other three themes. The themes will be on a rotational basis for the duration of each term.

Each theme is designed to develop and broaden the students’ independence, thinking and group cooperation skills.

Term 1 Camp: Building a Rural Community

- Outdoor Education activities
- Building a rural community
- Environmental activities

Research of the Middle Years Project has identified Year 9 as an important year for students to experience personal growth within an integrated curriculum. Here at The King David School this need is being met by a range of experiences that include camp at Charnwood Outdoor Education Centre, situated near Swanpool in Victoria. The
camp site is in a beautiful valley in the Strathbogie Ranges. During the camp, students will undertake a study program that integrates different Key Learning Areas and culminates in the students creating a simulation of a “Community in a Rural Setting”.

To help students complete the research required for this project they will undertake a wide range of activities including day trips, overnight hikes, environmental impact studies, wildlife observations. They will have the opportunity to plan, construct and explain design choices and make critical decisions.

The students will be provided with the opportunity to guide their own learning through various modules such as researching information directly from their environment, justifying their design choices, brainstorming ideas and developing group interdependence. Furthermore students will be given the opportunity to extend their independence and responsibility, core components of the Year 9 Program. They will also gain fundamental life-skills, cooking meals, washing clothes and maintaining their living conditions in an environmentally responsible way.

**Kehillah Project: a Community Service Program**

As a Progressive Jewish School, we believe the notion of Tikkun Olam (Repairing the world) requires that our words and actions build a society that is fair and just.

The community service program aims to:

- Encourage students to gain a strong sense of communal responsibility
- Raise awareness about issues affecting community groups
- Provide students with the skills and knowledge to continue future involvement in community service projects and the wider community

The program is comprised of:

- Research, preparation and planning
- Volunteer work at an organisation
- Regular journal reflections / self-evaluation

**Pre-program Information**

Prior to the students commencing their Community Service Program, they will undertake a leadership training program in partnership with Jewish Aid Australia. They will also hear from prominent guest speakers and/or watch films about inspirational people who changed themselves or their communities through social action.

**The City Investigation**

The City Investigation aims to foster a sense of pride in being active Australian citizens who appreciate the complexity and diversity of our nation. It aims to do this by:

- Increasing student knowledge of the City of Melbourne in its current state as well as in a historical perspective to enhance awareness of how a city emerges
- Increasing student knowledge of the services cities offer
- Improving students’ ability to negotiate independent travel within the wider City of Melbourne using the Metropolitan Transport system (MET)
• Allowing students to discover significant trials that exist within the City of Melbourne

Students will be required to investigate a trail significant to a particular theme relevant to the City of Melbourne. The themes will include:

• Issues relating to the homeless
• The Clothing Industry on Flinders Lane
• Historical architecture versus Modernisation
• Industrialisation and business/retail changes
• People and cultures
• The Arts
• Political significance
• Sport
• Law courts and Parliament House
• The Stock Exchange and financial institutions

Each week, the students will be taken on a supervised tour of the City of Melbourne which will include places of interest for their theme. Students will also complete a brochure at the end of their experience that highlights the people, places and unique features of Melbourne.

**Mind and Body**

As our world becomes more stressful, competitive and intense, it is imperative that students learn new skills that are not part of the traditional curriculum. The Mind and Body unit provides students with the opportunity to:

• Improve their nutrition and eating habits by learning how to make healthy snacks
• Improve their mental health through positive thinking
• Improve their ability to resolve conflict through workshops focused on acceptance and commitment
• Improve their flexibility and mindfulness by learning the fundamentals of Yoga practice and Meditation
• Improve their strength and stamina through a personally tailored Gym Program

The skills gained in this unit will enable students to live more meaningful, balanced and complaint free lives.
Core subjects for Year 9

English Year 9

Introduction
In English, texts and language constitute the essential areas of study. 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. Students develop an understanding of the way purpose, audience and context influence the structures and features of language. They learn to apply their knowledge in their reading, writing, viewing, speaking and listening, while developing an appreciation and understanding of quality literature.

Content
English is organised into three key areas:

Reading
Students will understand, interpret, critically analyse, reflect upon and enjoy written and visual, print and non-print texts.

Students will develop knowledge about a range of strategies for reading and will engage with key literary texts.

Writing
Students will conceive, plan, compose, edit and publish a range of written texts.

Students will develop knowledge about strategies for writing and the conventions of standard Australian English, including grammatical structure.

Speaking and Listening
Students will shape their knowledge about appropriate oral language for particular audiences and occasions, including body language and voice.

Students will develop active-listening strategies, interpreting and reflecting upon what they hear.

Assessment
Students in Year 9 are expected to be progressing towards and beyond Level 6 of the Victorian Essential Learning Standards. Assessment will include:

• Responses to comprehension and interpretation questions
• Oral presentation in various forms, including contribution to class discussion
• Composition of extended written texts, including reflections, narratives and persuasive pieces
• Formal analytical essay writing
• Grammar and other tests
• Formal examinations
Mathematics Year 9

Objectives

Students are encouraged to develop confidence in the use of definitions of key mathematical concepts. A variety of modelling and problem solving approaches are explored and the ability to determine the validity of a solution is emphasised.

- Ability to apply basic numeracy skills including directed numbers
- Understanding of different forms of measurement in one, two and three dimensions and application to real life situations
- Efficient use of algebra in real life problem solving activities
- Introduction of further algebraic skills
- Collection and analysis of data
- Understanding of the properties related to geometric shapes
- Use of estimation to check feasibility and reasonableness of solutions
- Efficient use of calculators as an aid to solving problems. At year 10 the TI n-spire CAS calculator is used in preparation for VCE mathematics
- Ability to communicate and report on the mathematical process used in problem solving, in both written and mathematical form.

The program will be selected from the following topics:

- Number Revision
- Pythagoras’ Theorem
- Expanding and Factorising
- Indices and Surds
- Solving Linear Equations
- Linear Graphs
- Geometry
- Trigonometry
- Solving Quadratic Equations
- Quadratic Graphs
- Measurement
- Consumer Maths
- Probability and Statistics

Assessment

- Assignments
- Problem solving/Analysis tasks
- Topic Tests
- End of semester examinations
Physical Education Year 9

Objectives

• To develop basic skills and motor competencies in a variety of sports and recreational activities
• To develop an understanding of fitness components, principles, methods, programs and assessment.
• To provide students with a knowledge of the sports sciences and acquire an insight into the academic domain of studies of human movement
• To encourage participation in physical activity and the opportunity to nurture valuable skills in leadership, team work, commitment, discipline and sportsmanship
• To promote and motivate students to adopt safe and healthy life long practices by exposing them to a dynamic, accessible and innovative curriculum
• To gain an in depth understanding of the wider implications and significance of physical education and sport in their community and society at large

Content
Fitness Components, Principles, Methods, Programs and Assessment, Athletics, Swimming, 7-a-side Soccer, European Handball, Hockey (Unihoc), Squash, Biathlon, Pump, Circuit Class and Spinning.

Assessment

• AFEA Fitness Awards Scheme
• Demonstration of proficient motor skills and sound participation in all sporting and physical activities
Science Year 9

Objectives

• To develop the students’ knowledge and skill in design, measurement and data organisation as part of their understanding of scientific processes and procedures
• To guide students to relate their scientific knowledge to their everyday lives
• To make rational and informed decisions based on sustainable living principles and an awareness of their impact on the environment
• To analyse scientific data using appropriate scientific terminology
• To develop safe and correct laboratory skills
• To develop scientific research skills in both practical experiments and research of scientific literature

Content

<table>
<thead>
<tr>
<th>UNIT</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>Under control: the brain, CNS &amp; hormones</td>
</tr>
<tr>
<td>Big Picture Science</td>
<td>Medical decisions, Youth drug forum</td>
</tr>
<tr>
<td>Chemical Science</td>
<td>Understanding chemical reactions: electron shells, symbol equations, common reactions</td>
</tr>
<tr>
<td>Ecology</td>
<td>Ecosystems, respiration, photosynthesis &amp; food webs</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Generating electricity, light and colour</td>
</tr>
</tbody>
</table>

Assessment

• Research Assignments
• Construction and Building of Scientific Models
• Topic Tests
• Oral Presentations
• Fieldwork / Excursions
• Class Work and Homework Exercises
• Laboratory Skills / Practical Reports
• End of semester examinations
## Summary List of Year 9 Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR9</td>
<td>Art</td>
<td>1 or 2</td>
</tr>
<tr>
<td>BS9.1</td>
<td>Business Studies</td>
<td>1</td>
</tr>
<tr>
<td>BS9.2</td>
<td>Business Studies</td>
<td>2</td>
</tr>
<tr>
<td>CH9.1</td>
<td>Chinese (Mandarin)</td>
<td>1</td>
</tr>
<tr>
<td>CH9.2</td>
<td>Chinese (Mandarin)</td>
<td>2</td>
</tr>
<tr>
<td>DR9</td>
<td>Drama</td>
<td>1 or 2</td>
</tr>
<tr>
<td>FR9.1</td>
<td>French</td>
<td>1</td>
</tr>
<tr>
<td>FR9.2</td>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>GE9.2</td>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>HB9.1</td>
<td>Hebrew</td>
<td>1</td>
</tr>
<tr>
<td>HB9.2</td>
<td>Hebrew</td>
<td>2</td>
</tr>
<tr>
<td>HS9.1</td>
<td>History: Rebels with a Cause (HS9.1 or HS9.2 compulsory)</td>
<td>1</td>
</tr>
<tr>
<td>HS9.2</td>
<td>History: A World at War – Part 1 (HS9.1 or HS9.2 compulsory)</td>
<td>2</td>
</tr>
<tr>
<td>IT9.1</td>
<td>Information Technology: World Wide What?</td>
<td>1</td>
</tr>
<tr>
<td>IT9.2</td>
<td>Information Technology: Animation &amp; Problem-Solving</td>
<td>2</td>
</tr>
<tr>
<td>JS9.1</td>
<td>Jewish Studies: From Crescent to Cross – The Jews of Spain</td>
<td>1 or 2</td>
</tr>
<tr>
<td>JS9.2</td>
<td>Jewish Studies: Fiddler on the Roof – Fact or Fiction?</td>
<td>1 or 2</td>
</tr>
<tr>
<td>JS9.3</td>
<td>Jewish Studies: Talmud with Training Wheels</td>
<td>1 or 2</td>
</tr>
<tr>
<td>JS9.4</td>
<td>Jewish Studies: A Word from the Wise – Jewish Law &amp; Ethics</td>
<td>1 or 2</td>
</tr>
<tr>
<td>JS9.5</td>
<td>Jewish Studies: Israel Studies – Creating the State</td>
<td>1 or 2</td>
</tr>
<tr>
<td>JS9.6</td>
<td>Jewish Studies: Barbie, Braai or Grill? – The Diaspora Experience</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MD9</td>
<td>Media</td>
<td>1 or 2</td>
</tr>
<tr>
<td>MU9</td>
<td>Music</td>
<td>1 or 2</td>
</tr>
<tr>
<td>PE9.1</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PH9.2</td>
<td>Philosophy (Ethics)</td>
<td>2</td>
</tr>
<tr>
<td>SP9.1</td>
<td>Spanish</td>
<td>1</td>
</tr>
<tr>
<td>SP9.2</td>
<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>VC9</td>
<td>Visual Communication &amp; Design</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>
Description of Year 9 Elective Units

Year 9 Art
AR9 Semester 1 or 2
Introduction in Art

Objectives
Art is a form of communication and expression. Visual perception and aesthetic experience are the key learning areas. Students experience both two dimensional and three dimensional art forms using a variety of media and techniques. Considerations in the making of visual art works are:

- Exploring various media
- Processing information in imaginative ways
- Documenting thought processes in visual diaries
- Aesthetics such as compositional and design elements
- Using a variety of approaches in the presentation of art works
- Analysing, interpreting and evaluating visual art works in a systematic manner, using terms such as: style, elements, principles, processes, meaning, sources

Content
- Painting
- Drawing
- Printmaking
- Sculpture

Assessment
- 2 written assignments – one completed each term
- Art appreciation question sheets
- A visual diary recording developmental work
- Folio of set tasks in practical area

*It is recommended that students intending to continue in Art in Year 10 undertake one unit of Art and one unit of Visual Communication and Design.*
Year 9 Business Studies
BS 9.1 Semester 1

Objectives
Students examine many aspects and issues that are included in the disciplines of Politics and the Law. Australia’s political system and legal system are investigated and used to develop the techniques and skills listed.

• Evaluation and analysis of media articles
• Oral and multi-media presentations of elective issues studied
• Reports of case studies
• Preparation and participation in a mock trial
• Tests – recall of information

Content
• The origin and role of Australia’s political system including how elections take place and the roles and responsibilities of Members of Parliament
• The origin and role of Australia’s legal system, including the role of the Police, Children’s Court and children’s rights under the law

Assessment
• Research Notes
• Folios of media articles
• Presentations of elective issues chosen individually
• Case study reports
• Mock Trial – preparation and presentation
• Tests
Year 9 Business Studies
BS 9.2 Semester 2

Objectives
• Students examine many aspects and issues that are included in the disciplines of Economics, Business Management and Industry and Enterprise. Australia’s economic system and the nature of work are investigated and used to develop the skills and techniques listed.
• Evaluation and analysis of media articles
• Oral and multi-media presentations of studies on selected issues
• Research and presentation of case study reports

Content
• How the Australian economy operates including the role of the business sector.
• The nature of Work – current and future work
• Investigation of a business idea

Assessment
• Research Notes
• Folios of media articles
• Presentations of elective issues chosen individually
• Case study reports
• Tests
• End of semester examination
Year 9 Chinese (Mandarin)

CH9.1 Semester 1

Objectives
This study develops students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. Chinese is widely spoken in the Australian community and this course enables students to dip into and take part in this culturally diverse society.

Content
• Knowledge of Characters
• The neighbourhood
• Chinese New Year
• Seasons and special dates
• Describing objects in everyday life

Assessment
• Speaking – students say ten sentences from the selection and variations provided on the Speaking Test Revision Guide
• Listening – students summarise information and respond to questions from oral texts
• Reading – students read short sentences and comment on themes, main ideas, characters and events studied
• Writing – students demonstrate knowledge of the sentence patterns, vocabulary and expressions relevant to the topics studied
• Presentation
• Cultural Knowledge and Understanding tasks

Satisfactory completion of Chinese in Semester 1 is a prerequisite for studying Chinese in Semester 2.

Students intending to continue Chinese in Year 10 must undertake two units of Chinese in Year 9.
Year 9 Chinese (Mandarin)
CH9.2 Semester 2

Objectives
This study develops students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. Chinese is widely spoken in the Australian community and this course enables students to dip into and take part in this culturally diverse society. In the second semester of Chinese, students expend their capacity to take part in conversations and make sense of written and spoken language.

Content
• Daily activities
• School life and studying
• Public transport
• Locations, distances and direction
• People on holiday
• Knowledge of Characters

Assessment
• Speaking – students talk about holidays and exams and ask for directions
• Listening – students summarise information and respond to questions from oral texts
• Reading – students read short sentences and comment on themes, main ideas, characters and events studied
• Writing – students demonstrate knowledge of the sentence patterns, vocabulary and expressions relevant to the topics studied
• Presentation
• Cultural Knowledge and Understanding tasks
• End of Year examination

Satisfactory completion of Chinese in Semester 1 is a prerequisite for studying Chinese in Semester 2.

Students intending to continue Chinese in Year 10 must undertake two units of Chinese in Year 9.
Year 9 Drama
DR9 Semester 1 or 2

Objectives
Students will:
• Undertake an exploration of “Method Acting” or realism, focusing on the exploration of characterisation: the ability to create and develop a three-dimensional character
• Explore dramatic scripts from a range of different cultural groups as a means of creating performance
• Develop movement, voice work and improvisation skills
• Analyse a range of scripts to explore the internal and external aspects of character and dramatic creation
• Rehearse a sustained drama piece with attention to detail, characterisation, improvisation and blocking
• Develop a range of three-dimensional character(s) after a series of rehearsal and refinement processes
• Critically evaluate a performance presented by an outside group
• Present a full length scripted dramatic performance using costume and make-up. This performance is to be presented to a group other than the class group

Content
• Character development techniques
• Voice work, movement and mime
• Staging and blocking techniques
• The rehearsal process
• The creation of a full length production

Assessment
• Dialogue/group Performance
• Monologue
• Written Performance Analysis
• Dramatic Production
• Self/group evaluation
• End of semester examination
Year 9 French
FR9.1 Semester 1

Objectives
Students learn about what it is like to live in the Francophone World and what
French teenagers like to do. Students learn to introduce themselves and the
members of their family, as well as describe their friends, pets, cloths and other
personal preferences. Students enjoy a taste of French cooking and French dishes.

Students demonstrate comprehension of factual information from topics of interest.
They provide factual information in order to plan an event or make arrangements
with others. Students describe and comment on themes, characters and events in
factual texts. They write letters, messages, scripts, reports or stories making choices,
explaining, summarising and drawing conclusions.

Content
• Personal Profiles – Life in Francophone countries
• Shopping at a bakery, stationery store
• Personal preferences

Assessment
• Speaking – Oral presentations – individual and group work
• Listening – students summarise information or respond to questions
• Reading – students read texts and comment on themes, main ideas, characters
  and events
• Writing – students write scripts, letters, and language exercises
• Presentation
• Cultural Knowledge and Understanding tasks

*Satisfactory completion of French in Semester 1 is a prerequisite for studying French in Semester 2.

Students intending to continue French in Year 10 must undertake two units of
French in Year 9.
Year 9 French
FR9.2 Semester 2

Objectives
Students learn about what it is like to live in France and the Francophone World. They learn about what French teenagers like to do and about travelling in France. Students also learn to describe their house.

Students demonstrate comprehension of factual information from topics of interest. They provide factual information in order to plan an event or make arrangements with others. Students describe and comment on themes, characters and events in factual texts. They write letters, messages, scripts, reports or stories making choices, explaining, summarising and drawing conclusions.

Content
- Transport – Metro, TGV
- My house
- Buying clothes – fashion industry in France
- Francophone countries – New Caledonia, Canada

Assessment
- Speaking tasks – individual and group work
- Listening – students summarise information or respond to questions
- Reading – students read texts and comment on themes, main ideas, characters and events
- Writing – students write scripts, letters, and language exercises
- Presentation
- Cultural Knowledge and Understanding tasks
- End of year examination

Satisfactory completion of French in Semester 1 is a prerequisite for studying French in Semester 2.

Students intending to continue French in Year 10 must undertake two units of French in Year 9.
Year 9 Geography
GE9.2 Semester 2

Objectives
This course looks at natural and human geography components including natural resources, river and wetlands management and land and coastal management. Students will:

• Explain the processes and interactions between people and major natural systems.
• Predict the effects of resource development and use on natural and human environments.
• Develop strategies to resolve an issue related to the use and management of a natural or human environment.

Content
• Management of Natural Resources, e.g. water cycle
• River and wetlands management
• Structure of the Earth – case studies e.g. Tsunamis and earthquakes
• Coastal management
• Land Management e.g. Rainforests and salinity

Assessment
• Major research assignment and short answer tests
• Oral presentations
• Field trips
• Extended text responses
• Book / Class work
• Document work
• End of semester examination
Year 9 Hebrew
HB 9.1 Semester 1 and 9.2 Semester 2

Objectives
The Year 9 Hebrew course is designed for the acquisition of the four major language skills: Listening, Speaking, Reading and Writing. The curriculum is linguistically sequential, which introduces the gradual study of vocabulary, grammatical structures and syntax, in the context of the Hebrew speaking community and its culture. Students learn to communicate in the target language for many purposes and in many contexts, using a wide range of competencies in conversational activities, writing, and role playing. They are encouraged to use relevant ICT tools and to reflect on their thinking process and personal learning of the Hebrew language.

Pre-requisites
Entry into the Year 9 Hebrew course is dependent upon achieving a C grade or above in the Hebrew placement test.

Content
The content in Year 9 Hebrew is drawn from three themes: teenage experience; topics and events of general interest; and topics drawn from the Jewish and Israeli world. Each unit is based around a list of new words and grammatical topics, which are the key building blocks of the study.

Different text types are studied including: conversations from the daily reality, variety of informative texts about Judaism, life in Israel and general world knowledge and enrichments segments of biblical verses as well as poetry, Hebrew phrases, common colloquialisms and songs.

This vast variety of texts, both oral and written, is designed to challenge and advance students’ language abilities. Texts vary in length, structure and new vocabulary, linguistic density, clarity of structure and the organisation and familiarity of content.

Assessment
- Reading comprehension
- Writing tasks
- Listening comprehension
- Speaking tasks
- Cultural knowledge and understanding tasks
- Presenting
- End of year examination

Satisfactory completion of Hebrew in Semester 1 is a prerequisite for studying Hebrew in Semester 2.

Students intending to continue Hebrew in Year 10 must undertake two units of Hebrew in Year 9.
Year 9 History
HS9.1 Semester 1
Rebels with a Cause

Objectives
This unit is an in-depth study of the exploration and settlement of Australia from 40,000 years ago to white settlement and colonisation. Key events in 19th century Australian history will be addressed as well as factors which have shaped Australia’s development as a nation up to Federation.

Students will:

• Describe and explore reasons for the colonisation of Australia
• Analyse case studies and draw logical conclusions
• Analyse the continuing significance of major events shaping Australian society

Content
• The structure of Indigenous society prior to 1788
• The impact of white colonisation on Aborigines and Torres Strait Islanders
• Convicts and Free settlers
• Gold rush and Bushrangers
• Aspects of early Jewish settlement

Assessment
• Research Assignments
• Analytical essays
• Document work
• Field work
• Oral presentation/Role play
• Short answer tests
Year 9 History
HS9.2 Semester 2
A World at War – Part 1

Objectives
This unit will explore Australia’s involvement in World War I and examine how it impacted upon our nation.

Students will:
- Analyse Australia’s involvement in war before 1914 and in World War 1
- Discuss how this involvement helped shape Australia as a nation

Content
- Reasons for World War 1 and for Australia’s involvement
- Gallipoli
- Western Front
- The Anzac Spirit/Legend
- The Conscription debate

Assessment
- Research assignments
- Analytical essays
- Document work
- Oral presentation / Role play
- Short answer tests
- End of semester examination
Year 9 Information Technology
IT 9.1 Semester 1
World Wide What?

Objectives
This course will explore networks and the construction of the Internet. The hardware and software involved as well as the conventions of what makes a quality website will be explored. Privacy and safety issues with regard to the Internet will also be addressed.

Content
• The importance of technology in the modern world
• Hardware and software
• Networking and the Internet
• Cyberbullying and alternative presentation software
• Creating a quality website according to appropriate formats and conventions
• Using web-authoring software

Assessment
• Written and practical tests
• Major Project
• Presentation
• Folio of work
• End of semester examination
Year 9 Information Technology

IT 9.2 Semester 2
Animation & Problem-Solving

Objectives
This course will explore the use of vector graphics and animation software. Being able to manipulate data to create information using a problem-solving methodology is also investigated, as is being able to visually design a solution using concept-mapping software.

Content
- Vector graphics
- Animation
- Data and information
- Problem-solving methodology
- Visual thinking using design tools

Assessment
- Folio of work
- Major Piece
- End of semester examination
Year 9 Jewish Studies
JS9.1 Semester 1 or 2
From Crescent to Cross: The Jews of Spain

Description
Beginning with an exploration of Jewish life under Moslem rule during the “Golden Age” of Spain, this course follows the rise and fall of Spanish Jewry from 711CE through the Christian conquest of Spain culminating with the expulsion of the Jews in 1492CE.

Objectives
Students will:

• Gain an understanding of the historical circumstances that marked both the rise and fall of Spanish Jewry
• Develop the capacity to analyse maps, historical documents and Jewish texts of the period
• Become aware of the notable events and personalities in Spanish Jewish history and the impact they have had on later generations

Content
• The Golden Age of Jewish life in Spain under Moslem rule from 8th to 11th centuries
• Key figures including: Benjamin of Tudela, Solomon ibn Gabirol, Hasdai ibn Shaprut, Judah Halevi, Maimonides, Nahmanides, Ferdinand and Isabella of Spain, Torquemada, the Conversos
• Literature: the Kuzari, Mishneh Torah, Kabbalah, Medieval Jewish poetry
• Christian conquest 11th to 13th centuries
• Disputations and Inquisition

Assessment
• Oral participation and group activities
• Written assessments – work book activities, letter or diary entry, extended response, document analysis and essay
• Research assignments
• End of semester examination
Year 9 Jewish Studies
JS9.2 Semester 1 or 2
Fiddler on the Roof — Fact or Fiction?

Description
This film and literature based course covering the history of the shtetl from the late 18th century to the early 20th century allows us to study Jewish life in the shtetlach (villages) of Eastern Europe in the time of the Czars by analysing the film “Fiddler on the Roof”.

Objectives
Students will:

• Gain an understanding of the concepts of diaspora, resident aliens, exclusion, pogroms, blood libels, anti-semitism and Haskallah (Jewish Enlightenment)
• Develop an ability to understand and analyse maps, primary documents, and historical texts, film, Jewish stories and poems.

Content
• Jewish life in the shtetlach of the Pale of Settlement
• Czarist policies from Catherine II to the last czar, Nicholas II
• Pogroms, Blood libel and The Protocols of the Elders of Zion
• Jewish reactions to czarist policies
• “Fiddler on the Roof” film study
• Selected Sholem Aleichem short stories

Assessment
• Group and individual assignments and oral presentations
• Writing tasks: diary entry or letter, document analysis, extended response and essay
• Film analysis
• End of semester examination
Year 9 Jewish Studies
JS9.3 Semester 1 or 2
Talmud with Training Wheels

Description
Built around the book with the same name, Talmud with Training Wheels is a wide-ranging introduction to the Talmud. In a lively and engaging style, it tells the story of Talmud by explaining the origins of this literature, which is based on the oral tradition in Judaism.

Objectives
Students will:

- Explore the ‘Anatomy of the Talmud Page’
- Gain insights into how this unique literature works.
- Gain knowledge of the historical and social background to the texts.
- Display an ability to understand and analyse Talmudic texts – biblical texts
- Be able to apply Jewish teachings to contemporary situations
- Develop oral skills in expressing their views

Content
- Exploration of each element found on a page of Talmud.
- Introduction to key Talmudic term and personalities
- An introduction to Talmud from both religious and academic perspectives using selected classical passages for analysis and study
- The historical background of these texts
- Application of the teachings and values of the texts to everyday life

Assessment
- Regular reflections and journal writing
- Text analysis and responses
- Workbook activities and coursework
- End of semester examination
Year 9 Jewish Studies
JS9.4 Semester 1 or 2
A Word From The Wise — Jewish Law & Ethics

Description
As an introduction to rabbinic literature and law, this course looks to explore ethical issues in contemporary life through a traditional Jewish lens.

Objectives
Students will:
- Gain knowledge of Jewish text interpretation, key figures and institutions
- Develop an ability to understand and analyse biblical and rabbinic texts
- Learn to apply Jewish law and ethics to contemporary situations

Content
- A study of selected ethical problems and Jewish responses using Jewish texts, including the Bible, Talmud and Responsa
- Biblical and rabbinic personalities and institutions
- Selected ethical issues such as body ethics, medical ethics, environment awareness, business ethics, misuse of language and the ethics of war

Assessment
- Oral presentations and role-plays individually and in a group
- Text analysis and responses
- Case study of an ethical issue
- Research assignment on a philosopher or ethical issue and the creation of modern Responsa
- End of semester examination
Year 9 Jewish Studies
JS9.5 Semester 1 or 2
Israel Studies — Creating the State

Description
This unit explores the roots of Zionism, the establishment of the modern Zionist movement and the various historical events and personalities that helped create the State of Israel.

Objectives
Students will:

• Gain knowledge and understanding of the historical events and key personalities that led to the growth of Zionism and the creation of the modern State of Israel
• Further develop their understanding and appreciation of our strong Zionist heritage as Australian Jews.

Content
• The biblical relationship to Zion and roots of Zionism
• The Haskala and rise of Nationalism
• Herzl and the Dreyfus affair and Anti-semtism
• First Zionist Congress, Uganda Proposal, Balfour Declaration
• Aliyah and Settlement
• The creation of the instruments of State and the Declaration of Independence

Assessment
• Map identification of key geographic areas
• Written assessment: work book activities, letters to the editor, extended responses, document analysis, essays
• Research assignment
• Oral presentations individually and in a group
• End of semester examination
Year 9 Jewish Studies

JS9.6 Semester 1 or 2
Barbie, Braai or Grill? — The Diaspora Experience

Description
This unit studies the complex issues surrounding Jewish identity in the diaspora over the last two centuries through a study of the experiences of the Jews in America, Australia and South Africa.

Objectives
Students will:

• Gain knowledge of why Jews migrated and their lives in the new countries
• Develop an ability to comprehend and analyse texts, maps and a variety of media
• Research an issue affecting diaspora Jewry
• Develop a deeper appreciation of our unique historical and cultural heritage as Australian Jews.

Content
An in depth study of diaspora Jewry including:

• Sephardim & Ashkenazim
• Patterns of migration and movement out of Europe
• Historical overview of Jewish settlement in America, Australia and South Africa
• Intermarriage and assimilation issues
• High profile Jews in literature, music, theatre, films & television, business & industry, government, science, sports

Assessment

• Written assessment: work book activities, letter to the editor or diary entry, extended responses, document analysis, essays
• Analysis of maps, documents, texts, films and newspapers
• Oral presentations or role plays on a selected topic
• Individual and group research tasks on a selected person, place, or issue
• End of semester examination
Year 9 Media
MD9 Semester 1 or 2

Objectives
This unit is designed to give an introductory understanding of the elements of mass media (newspapers, magazines, television, radio and the internet) and will allow students to gain an insight into the way the media industry operates. Students will begin to think and practise as journalists and other media producers. Students will increase their own personal media awareness. Students will also be introduced to a broad range of media production skills and acquire interviewing techniques, while also being exposed to the area of media ethics. Students will be introduced to the practical side of film, photography and radio productions. This course will enable them to exercise creative practical work whilst understanding limitations such as audience, deadlines and facility constraints.

Content
• Analysis of media products such as newspapers, magazines, films, television, radio and the Internet
• Experiencing each of the roles required in a media production environment
• Designing, editing, presenting and reflecting on current Media productions and those they have produced
• Story-boarding
• Production skills
• Students will begin to create their own Print, Audio/audio visual/photographic products and advertisements for release in the media.

Assessment
• Reflective Journal
• Assignment folio
• End of year examination
Year 9 Music
MU9 Semester 1 or 2

Objectives
Students will:

• Develop aural and musicianship proficiencies
• Undertake systematic training in rhythm and pitch solfège
• Analyse key elements of music in specially chosen repertoire
• Apply those elements in composition projects
• Maintain a listening diary of examples according to their key historical characteristics
• Be introduced to the key skills required for VCE Music Performance

Content

• Each semester will cover approximately thirty different musical works as listening examples
• Ongoing work in Deborah Smith’s ‘Musicianship and Aural Training’ – a preparatory text for VCE Music Performance
• Pitch solfège in ‘333 Exercises’ (Kodály), ‘Rhythm Reading’ (Kazez) and ‘Successful Sight Singing’ (Telfer)
• Performance classes utilising students’ own instrumental disciplines and/or Orff percussion
• Exploration of musical elements including melodic contour, key, rhythmic density, pentatonic scales and writing song lyrics

Assessment

• Listening test
• Performance skills
• Composition folio

Students intending to continue Music in Year 10 are encouraged to undertake two units of Music in Year 9.
Year 9 Philosophy (Ethics)
PH9.2 Semester 2

Objectives
This unit encourages students to express their own opinions on ethical (moral) issues as well as to be tolerant and open to others. Students will also be encouraged to ask for reasons and draw attention to what appear to be inconsistencies in their ways of thinking.

At its core, the study of ethics concerns the notions of goodness and right action. Accordingly, this unit will also require students to research established models for thinking about these fundamental notions. Philosophers studied may include Aristotle, Kant, Hobbes, J.S. Mill and, amongst other contemporaries, Peter Singer.

At the completion of this unit, students are expected to have an improved ability to make better judgements for themselves with regard to good/bad and right/wrong distinctions. Moreover, students should have a greater awareness of other perspectives on ethical issues and develop an appreciation for the democratic process in decision making. Academically, it is intended that students improve their skills in writing, critical thinking and gain knowledge in the work of established philosophers.

Content
The impetus for these discussions will be drawn from a range of sources including the media, motion pictures and short stories. They will be chosen with either a specific focus in mind, such as capital punishment, or be rich enough for the group to vote upon an issue to explore in further detail.

Assessment
• Position papers
• On-line discussion forums
• Research paper
• End of semester examination
Year 9 Physical Education
PE9.1 Semester 1

Objectives

• To provide the students with an indication of the requirements, workload and content of the VCE Physical Education courses
• To introduce students to a course which links practical classes to sound theoretical principles in an applied manner and exposes students to a more rigorous PE curriculum
• To develop advanced skills and motor competencies in a variety of sports and recreational activities
• To develop an understanding of the skeletal, muscular, respiratory, circulatory and energy systems and their role in human movement. To examine fitness components, principles and methods and how they apply to athlete preparation
• To provide students with a knowledge of the sports sciences and acquire an insight into the academic domain of studies of human movement
• To encourage participation in physical activity and the opportunity to nurture valuable skills in leadership, team work, commitment, discipline and sportsmanship
• To promote and motivate students to adopt safe and healthy life long practices by exposing them to a dynamic, accessible and innovative curriculum
• To gain an in depth understanding of the wider implications and significance of physical education and sport in their community and society at large

Content

• Body Systems
• Energy Systems
• Understanding Fitness
• Physical Responses To Training
• Fitness Testing & Programming
• Strength & Conditioning Training
• Circuit & Weights Training, European Handball, Indoor Soccer, Hockey, Cross Country Running, Basketball, Beach Volleyball, Touch Football and Boxercise

Assessment

• Demonstration of proficient motor skills and sound participation in all sporting and physical activities, skills and fitness tests
• Laboratory Reports, Data, Video & Media Analyses, Reports, Research Tasks, Case Studies, Oral Presentations, Structured Questions, Written Activities, Short Answer Tests, In Class Worksheets, Notes & Student Workbooks
Year 9 Spanish
SPA9.1 Semester 1

Objectives
Students in Year 9 Spanish learn about life in Spain and Latin America. They will develop understanding of what Spaniards and Latin American adolescents like to do. Students develop their knowledge of grammatical aspects and extend their vocabulary. The Spanish course is directed towards ensuring students acquire the four major language skills: Listening, Speaking, Reading and Writing.

Content
• The individual
• School Life
• Family and relationships

Assessment
• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting

Students intending to continue Spanish in Year 10 must undertake two units of Spanish in Year 9.
Year 9 Spanish
SPA9.2 Semester 2

Objectives
Students in Year 9 Spanish learn about what Spaniards and Latin Americans adolescents like to do, household responsibilities and travelling in Spain. Students develop their knowledge of grammatical aspects and extend their vocabulary. The Spanish course is directed towards ensuring students acquire the four major language skills: Listening, Speaking, Reading and Writing.

Content
• Free Time
• Life at home
• Going places

Assessment
• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting
• End of year examination

Students intending to continue Spanish in Year 10 must undertake two units of Spanish in Year 9.
Year 9 Visual Communication & Design
VC9 Semester 1 or 2

Objectives
The purpose of this unit is to introduce students to the fundamentals of Visual Communication and Design. This unit explores the ways in which designers in a number of fields such as communication design, architecture and industrial design use the design process to develop their ideas. Students explore and develop ideas using a range of materials, methods and media, applying design elements and principles as well as developing digital technology skills, to problem solve and achieve design solutions. Students develop their understanding of design, drawing and technology conventions and standards. They use freehand, instrumental and computer drawings and explore the use of mixed media to produce for example, logos, packaging concepts, or layout designs. Students will cover the VELS Dimensions of Creating and Making, Exploring and Responding and Thinking Processes - Creating.

Content
• The design process and using design terminology
• Design elements and principles
• Two and three dimensional drawing methods
• Design and layout
• Development and exploration of design concepts and refinement of final presentations.
• Exploration a range of media and digital formatted information.
• Written responses and analysis of design practice and contemporary designers.

Assessment
• Assignment folio
• Sketchbook
• End of year examination
Year 10 Program

Core and Elective Subjects
Year 10 Program

Introduction

The Year 10 Program is designed to allow students to build on the skills developed during the Expanding Horizons Program and to prepare students for entering VCE.

The King David School Curriculum for Year 10 is divided into two sections – core and elective. Students will complete the core units of English, Mathematics and Science as well as choosing twelve units from an exciting array of elective offerings. Electives are organised as semester-long units. Students are required to select six elective units each semester.

Over the year students must choose:
- Four units in total of Jewish Studies and/or Hebrew
- One compulsory unit of History
- One unit of Business Studies, Geography or another History
- One compulsory unit of Science in Semester One and one elective in Semester Two

Students may choose the remainder of their electives from the following list:

- Art
- Business Studies
- Chinese (Mandarin)
- Drama
- French
- Geography
- Hebrew
- Health and Physical Education
- History
- Information Technology
- Jewish Studies
- Media
- Music
- Philosophy (Metaphysics)
- Russian
- Spanish
- Visual Communication and Design

The choice of electives at Year 10 is an important decision and should be decided by consulting the subject advice in Curriculum Handbook and by consideration of whether a sequence of semester units is required as a pre-requisite in order to continue the subject in VCE. It is important to understand that not all students will be able to achieve their desired course structures as the constraints of blocking subjects against each other may limit some possibilities. In cases where the subjects are pre-requisites for further courses of study the School will make every effort to provide access.

Sports Activities

Year 10 offers the following sports: basketball, netball (girls only), tennis, table tennis, soccer, volleyball and cricket (boys only). Extra sporting activities are organised for students to participate in such as futsal (indoor soccer), squash, fitness and cycling.
Core subjects for Year 10

English Year 10

Introduction
In English, texts and language constitute the essential concepts and areas of study. 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. Students develop an understanding of the way purpose, audience and context influence the structures and features of language. They learn to apply their knowledge in their reading, writing, viewing, speaking and listening, while developing an appreciation and understanding of quality literature.

Content
English is organised into three key areas:

Reading
Students will understand, interpret, critically analyse, reflect upon and enjoy written and visual, print and non-print texts.
Students will develop knowledge about a range of strategies for reading and will engage with key literary texts.

Writing
Students will conceive, plan, compose, edit and publish a range of written texts.
Students will develop knowledge about strategies for writing and the conventions of standard Australian English, including grammatical structure.

Speaking and Listening
Students will shape their knowledge about appropriate oral language for particular audiences and occasions, including body language and voice.
Students will develop active-listening strategies, interpreting and reflecting upon what they hear.

Assessment
Students in Year 10 should be progressing towards and beyond Level 6 of the Victorian Essential Learning Standards. Assessment will include:

- Response to comprehension and interpretation questions
- Oral presentation in various forms, including contribution to class discussion
- Composition of sustained written texts, including reflections, narratives and persuasive pieces
- Formal analytical essay writing
- Grammar and other tests
- Formal semester examinations
Year 10 Mathematics

Objectives
Students are encouraged to develop confidence in the use of definitions of key mathematical concepts. A variety of modelling and problem solving approaches are explored and the ability to determine the validity of a solution is emphasised.

• Ability to apply basic numeracy skills including directed numbers
• Understanding of different forms of measurement in one, two and three dimensions and application to real life situations
• Efficient use of algebra in real life problem solving activities
• Introduction of further algebraic skills
• Collection and analysis of data
• Understanding of the properties related to geometric shapes
• Use of estimation to check feasibility and reasonableness of solutions
• Efficient use of calculators as an aid to solving problems. At year 10 the TI n-spire CAS calculator is used in preparation for VCE mathematics
• Ability to communicate and report on the mathematical process used in problem solving, in both written and mathematical form.

Content
The program will be selected from the following topics:

• Algebra
• Linear equations and Graphs
• Quadratic Equations
• Trigonometry
• Measurement
• Surds
• Quadratic Equations and Graphs
• Simultaneous equations
• Exponentials
• Geometry
• Probability
• Variation

Assessment
• Assignments
• Problem solving/Analysis tasks
• Topic Tests
• End of semester examinations
Year 10 Science

Objectives

• To develop the students’ knowledge and skill in design, measurement and data organisation as part of their understanding of scientific processes and procedures
• To guide students to relate their scientific knowledge to their everyday lives
• To make rational and informed decisions based on sustainable living principles and an awareness of their impact on the environment
• To analyse scientific data using appropriate scientific terminology
• To develop safe and correct laboratory skills
• To develop scientific research skills in both practical experiments and research of scientific literature

Content

Students have the choice of selecting one of three units for the second semester of science. This will allow students to focus on a particular area of interest. It is recommended that students select the General Science unit if they are not interested in continuing with a VCE Science.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>Science in Society</td>
<td>Science on the road, Chemical equations, Genetics</td>
</tr>
<tr>
<td>TWO</td>
<td>Biochemistry</td>
<td>History of life, genetic inheritance and related issues, organic chemistry and materials</td>
</tr>
<tr>
<td></td>
<td>Physical &amp; Chemical World</td>
<td>Thermodynamics, Electrical Conductivity, Atomic theory, Chemical bonding, Reaction Kinetics, Polymer Chemistry</td>
</tr>
<tr>
<td></td>
<td>General Science</td>
<td>A selection from Environmental Science, Forensic Science, Health and Disease, Human Behaviour</td>
</tr>
</tbody>
</table>

Assessment

• Research Assignments
• Construction and Building of Scientific Models
• Topic Tests
• Oral Presentations
• Fieldwork / Excursions
• Class Work and Homework Exercises
• Laboratory Skills / Practical Reports
• End of semester examinations
# Summary List of Year 10 Elective Units

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<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
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<td>AR10.1</td>
<td>Art</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AR10.2</td>
<td>Art</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BM10.1</td>
<td>Business Management – VCE Unit 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BM10.2</td>
<td>Business Management – VCE Unit 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CH10.1</td>
<td>Chinese (Mandarin)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CH10.2</td>
<td>Chinese (Mandarin)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>DR10.1</td>
<td>Drama</td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>FR10.1</td>
<td>French</td>
<td>Semester 1</td>
</tr>
<tr>
<td>FR10.2</td>
<td>French</td>
<td>Semester 2</td>
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<tr>
<td>GE10.1</td>
<td>Geography</td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPE10.2</td>
<td>Health and Physical Education</td>
<td>Semester 2</td>
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<tr>
<td>HB10.1</td>
<td>Hebrew</td>
<td>Semester 1</td>
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<tr>
<td>HB10.2</td>
<td>Hebrew</td>
<td>Semester 2</td>
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<tr>
<td>HB10.1</td>
<td>Hebrew – VCE Unit 1</td>
<td>Semester 1</td>
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<tr>
<td>HB10.2</td>
<td>Hebrew – VCE Unit 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>HS10.1</td>
<td>History: The Global Community</td>
<td>Semester 1</td>
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<tr>
<td>HS10.2</td>
<td>History: The Road to Revolution (Russia)</td>
<td>Semester 1</td>
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<tr>
<td>HS10.3</td>
<td>History: The World at War – Part 2</td>
<td>Semester 2</td>
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<tr>
<td>IT10.1</td>
<td>Information Technology: VCE Unit 1: IT in Action</td>
<td>Semester 1</td>
</tr>
<tr>
<td>IT10.2</td>
<td>Information Technology: VCE Unit 2: IT Pathways</td>
<td>Semester 2</td>
</tr>
<tr>
<td>JS10.1</td>
<td>Jewish Studies: Judeaphobia</td>
<td>Semester 1</td>
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<tr>
<td>JS10.2</td>
<td>Jewish Studies: The Holocaust</td>
<td>Semester 2</td>
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<tr>
<td>JS10.3</td>
<td>Jewish Studies: Jews for Justice — Exploring our Prophetic Tradition</td>
<td>Semester 1 or 2</td>
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<td>JS10.4</td>
<td>Jewish Studies: Kabbalah</td>
<td>Semester 1 or 2</td>
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<tr>
<td>JS10.5</td>
<td>Jewish Studies: Israel Studies: War and Peace</td>
<td>Semester 1 or 2</td>
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<tr>
<td>JS10.6</td>
<td>Jewish Studies: Let’s Talk Religions</td>
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<tr>
<td>MM10</td>
<td>Mathematics: Mathematical Methods – VCE Unit 1</td>
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<td>MM10</td>
<td>Mathematics: Mathematical Methods – VCE Unit 2</td>
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<td>MD10.1</td>
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<tr>
<td>MU10.1</td>
<td>Music</td>
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<tr>
<td>MU10.2</td>
<td>Music</td>
<td>Semester 2</td>
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<tr>
<td>PH10.1</td>
<td>Philosophy (Metaphysics)</td>
<td>Semester 1</td>
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<tr>
<td>RS10.1</td>
<td>Russian – VCE Unit 1</td>
<td>Semester 1</td>
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<tr>
<td>RS10.2</td>
<td>Russian – VCE Unit 2</td>
<td>Semester 2</td>
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<tr>
<td>SPA10.1</td>
<td>Spanish</td>
<td>Semester 1</td>
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<tr>
<td>SPA10.2</td>
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Description of Year 10 Elective Units

Year 10 Art

AR10.1 Semester 1

Objectives

The unit is divided into two subject areas:

**A — Art Production**

Students make and present art works which explore themes, issues and ideas. Students will investigate two and three dimensional art forms and will be expected to show competence in their technical understanding and manipulation of a variety of media and tools.

**B — Art Appreciation**

Students are introduced to the process of analysing and interpreting art works of the Twentieth Century, particularly Expressionism and Surrealism, as well as Australian Art. Students will learn to use appropriate terminology when making, discussing and writing about Art. They will research and discuss how art works have communicated ideas that reinforce and challenge social, cultural and artistic values. Students will develop an awareness of the functions of art by exploring and analyzing the works of artists of the past and the present.

Content

**A — Art Production**

- Drawing
- Painting
- Printmaking
- Sculpture
- Mixed media

**B — Art Appreciation**

- Introduction to the elements & theory of art
- Surrealism

Assessment

- Folio of set tasks in the practical area
- Visual diary to record the processes undertaken for each work of art
- Art Appreciation question sheets
- Essay
- End of semester examination

*Students intending to continue Art in Year 11 must undertake two units of Art in Year 10.*
Year 10 Art
AR10.2 Semester 2

Objectives
The unit is divided into two subject areas:

A — Art Production
Students make and present art works which explore themes, issues and ideas.

Students will investigate two and three dimensional art forms and will be expected to show competence in their technical understanding and manipulation of a variety of media and tools.

B — Art Appreciation
Students are introduced to the process of analysing and interpreting art works of the Twentieth Century, particularly Expressionism and Surrealism, as well as Australian Art.

Students will learn to use appropriate terminology when making, discussing and writing about Art. They will research and discuss how art works have communicated ideas that reinforce and challenge social, cultural and artistic values.

Students will develop an awareness of the functions of art by exploring and analyzing the works of artists of the past and the present.

Content
A — Art Production
• Drawing
• Painting
• Printmaking
• Sculpture
• Mixed media

B — Art Appreciation
• Beginnings of Australian Art – Heidelberg School
• Analysing and interpreting Art

Assessment
• Folio of set tasks in the practical area
• Visual diary to record the processes undertaken for each work of art
• Art Appreciation question sheets
• Essays
• End of semester examination

Students intending to continue Art in Year 11 must undertake two units of Art in Year 10.
Year 10 Business Management (VCE)
VCE Business Management Unit 1 Semester 1

Objectives
This study is designed to enable students to:

• Acquire knowledge of the ways in which businesses are managed
• Develop an understanding of management and the concepts and relationships on which it is built
• Examine the role and functions of management across a range of contexts
• Explore the operation of management in practice
• Acquire a knowledge of the skills required in management
• Examine the values and assumptions underlying business management practice and theory

Content

Unit 1: Small Business Management
INTRODUCING BUSINESS: This area of study provides students with an understanding of the characteristics of a range of businesses and their internal and external environments while developing an understanding of business in Australia.

SMALL BUSINESS DECISION-MAKING, PLANNING AND EVALUATION: This area of study examines processes used in decision making, planning and the application of ethics and social responsibility within the context of small business.

DAY-TO-DAY OPERATIONS (MANAGEMENT OF STAFF): This area of study examines the essential, on-going activities which sustain an ethical small business and promote its successful growth. The focus is the management of staff which provides students with an overview of one of the most important aspects of small business. It also provides a useful preview for students of the topic ‘Human Resource Management’ which appears in the Year 12 course (Units 3 & 4).

Assessment
Unit 1 will be assessed internally according to student performance in course work and end-of-semester exams. Percentage contributions to the final assessment of each unit are as follows:

• Course work: 50%
• Examination: 50%
Year 10 Business Management (VCE)

VCE Business Management Unit 2 Semester 2

Objectives
This study is designed to enable students to:

• Acquire knowledge of the ways in which businesses are managed
• Develop an understanding of management and the concepts and relationships on which it is built
• Examine the role and functions of management across a range of contexts
• Explore the operation of management in practice
• Acquire a knowledge of the skills required in management
• Examine the values and assumptions underlying business management practice and theory

Content

Unit 2: Management in Action

COMMUNICATION IN BUSINESS: This area of study introduces students to the concept of communication in business—with an emphasis on its importance and the methods and forms it can take. Communication and its relationship to business objectives and strategy will be considered.

MANAGING THE MARKETING FUNCTION: This area of study involves an examination of the planning used by management to position its products and services in the marketplace.

MANAGING THE PUBLIC RELATIONS FUNCTION: This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication processes and strategies.

Assessment

Unit 2 will be assessed internally according to student performance in course work and end-of-semester exams. Percentage contributions to the final assessment of each unit are as follows:

• Course work: 50%
• Examination: 50%
Year 10 Chinese (Mandarin)

CH10.1 Semester 1

Objectives

This study continues to develop students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. Chinese is widely spoken in the Australian community and this course enables students to dip into and take part in this culturally diverse society.

In the first semester students focus on communicating appropriately in a variety of daily life situations, such as whilst shopping or visiting a doctor. Students role-play situations in which they shop for and bargain for items, or describe their symptoms to the doctor. They learn to express opposing points of view, and compare and contrast items. Students develop their capacity to use strategies such as word families and radicals, and to use a Chinese dictionary. They read short, humorous stories and cartoons, identify and retell the sequence of events. They extend their knowledge of text types so as to locate information easily, as in reading instructions on a medicine packet. Using models, students write narratives, sketches and comic strips using a growing range of characters.

Content

- Knowledge of Characters
- Shopping
- Health
- Cartoons and humour

Assessment

- Reading comprehension
- Writing tasks
- Listening comprehension
- Speaking tasks
- Cultural knowledge and understanding tasks
- Presenting
- End of semester examination

Satisfactory completion of Chinese in Semester 1 is a prerequisite for studying Chinese in Semester 2.
Year 10 Chinese (Mandarin)
CH10.2 Semester 2

Objectives
This study continues to develop students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. Chinese is widely spoken in the Australian community and this course enables students to dip into and take part in this culturally diverse society.

In the second semester students continue to learn a range of language items covering a number of typical leisure topics such as television and film viewing, and talking about sports. They learn to talk about the different types of programs and to talk about their television viewing habits. Students learn to talk about the Grand Final in Chinese or give the scores of a sporting match, as well as giving their opinion about the teams and the likely winner. They also learn the language for hiring a video or a tennis court. Students will also read a range of brief stories in Chinese on a range of topics in order to further develop their comprehension and speaking skills.

Content
• Knowledge of Characters
• Television and films
• Sports
• Traditional Virtues

Assessment
• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting
• End of semester examination

Satisfactory completion of Chinese in Semester 1 is a prerequisite for studying Chinese in Semester 2.
Year 10 Drama
DR10.1 Semester 1 & 2

Objectives
Students will:

- Develop the skills of collaboration, sharing, group co-operation and commitment to follow a task through to its conclusion
- Focus on group work, script work, direction and choreography
- Be introduced to the concept of non-naturalistic movement as a method of communicating dramatic meaning
- Explore dramatic scripts with Australian content
- Critically evaluate a performance presented by an outside group
- Present a dramatic performance using costumes and make up. This performance is to be presented to an outside group

Content
- Character development techniques
- Voice work, movement & mime
- Staging and blocking techniques
- Origins of Australian drama

Assessment
- Pre-performance design brief
- Post performance written analysis
- Research task
- Collaborative evaluation
- End of semester examination
Year 10 French
FR10.1 Semester 1

Objectives
Students learn about the rich and varied culture of France and Francophone communities around the world.

Students understand and use French within the world of teenage experience. Students demonstrate comprehension of factual information from topics of interest. They provide factual information in order to plan an event or make arrangements with others. Students describe and comment on themes, characters and events in factual texts. They write letters, messages, scripts, reports or stories making choices, explaining, summarising and drawing conclusions.

Content
• Descriptions of young people and their spare time
• Talking about yourself
• Language exchange programs
• Teenagers and their families
• A day out in Paris

Assessment
• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting
• End of semester examination

*Students intending to continue French in Year 11 must undertake two units of French in Year 10.*
Year 10 French
FR10.2 Semester 2

Objectives
Students learn about the rich and varied culture of France and Francophone communities around the world.

Students understand and use French within the world of teenage experience. Students demonstrate comprehension of factual information from topics of interest. They provide factual information in order to plan an event or make arrangements with others. Students describe and comment on themes, characters and events in factual texts. They write letters, messages, scripts, reports or stories making choices, explaining, summarising and drawing conclusions.

Content
• Comparing life in the city and the country
• Friendship, teenage problems, going out, leisure activities
• Environmental issues
• Living in France with a French family
• Public transport and travel
• French literature: writers, poets, films
• Kinds of Writing –students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment
• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting
• End of semester examination

Students intending to continue French in Year 11 must undertake two units of French in Year 10.
Year 10 Geography
GE10.1 Semester 1

Objectives
This is a study of natural and human geography components, including geographical inquiry, management of natural systems, population and quality of life from a local and global perspective.

Students will:
- Explain the processes and interactions between people and major natural systems
- Evaluate how different factors affect the distribution and dynamics of population
- Predict the effects of resource development and use on natural and human environments
- Develop strategies to resolve an issue related to the use and management of a natural or human environment

Content
- Understand why Geographers ask questions and describe the tools that help to answer them
- Examine population as a twenty-first century living issue, activity and global trends
- Examine quality of life as a twenty-first century living issue, activity and global trends
- Examine climate change and global warming

Assessment
- Major research assignment and short answer test
- Oral presentations
- Field trip
- Extended text response
- Book/class work
- End of semester examination
Year 10 Hebrew

HB 10.1 Semester 1 and 10.2 Semester 2

Objectives

The Year 10 Hebrew course is designed for the acquisition of the four major language skills: Listening, Speaking, Reading and Writing. The curriculum is linguistically sequential, which introduces the gradual study of vocabulary, grammatical structures and syntax, in the context of the Hebrew speaking community and its culture. Students learn to communicate in the target language for many purposes and in many contexts, using a wide range of competencies in conversational activities, writing, and role playing. They are encouraged to use relevant ICT tools and to reflect on their thinking process and personal learning of the Hebrew language.

Content

The content in Year 10 Hebrew is drawn from three themes: teenage experience; topics and events of general interest; and topics drawn from the Jewish and Israeli world. Each unit is based around a list of new words and grammatical topics, which are the key building blocks of the study.

Different text types are studied including: conversations from the daily reality, variety of informative texts about Judaism, life in Israel and general world knowledge and enrichments segments of biblical verses as well as poetry, Hebrew phrases, common colloquialisms and songs.

This vast variety of texts, both oral and written, is designed to challenge and advance students’ language abilities. Texts vary in length, structure and new vocabulary, linguistic density, clarity of structure and the organisation and familiarity of content.

Assessment

- Reading comprehension
- Writing tasks
- Listening comprehension
- Speaking tasks
- Cultural knowledge and understanding tasks
- Presenting
- End of semester examination

Satisfactory completion of Hebrew in Semester 1 is a prerequisite for studying Hebrew in Semester 2.

Students intending to continue to VCE Hebrew must undertake two units of Hebrew in Year 10.
Year 10 Hebrew (VCE)

VCE Hebrew Unit 1
Semester 1

Objectives
The VCE Hebrew course is designed to enable students to use the Hebrew language to understand and appreciate the cultural context in which Hebrew is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Hebrew and English and/or other languages and to apply Hebrew to work, further study, training or pleasure.

Content
The Areas of Study for Hebrew comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and the five different kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common Areas of Study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common Areas of Study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes
1. The individual
2. The Hebrew-speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment
Units 1 will be assessed internally on course work and end-of-semester examination.

Students intending to continue into Hebrew Units 3 & 4 must undertake two units of VCE Hebrew in Year 10.
Year 10 Hebrew (VCE)
VCE Hebrew Unit 2
Semester 2

Objectives
The VCE Hebrew course is designed to enable students to use the Hebrew language to understand and appreciate the cultural context in which Hebrew is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Hebrew and English and/or other languages and to apply Hebrew to work, further study, training or pleasure.

Content
The Areas of Study for Hebrew comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and the five different kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.

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The common Areas of Study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes
1. The individual
2. The Hebrew-speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment
Unit 2 will be assessed internally on course work and end-of-semester examination.

Students intending to continue into Hebrew Units 3 & 4 must undertake two units of VCE Hebrew in Year 10.
Year 10 History
HS10.1 Semester 1
A World At War — Part 2

Objectives
This unit will explore Australia’s involvement in World War II and examine how it impacted upon our nation.

Students will:

• Analyse Australian society following the Great War and during the 1920s and the Depression in order to understand changes and developments in the lead up to WW II
• Examine the causes of war in Europe and the Pacific
• Explore developments in the rights and conditions of Indigenous Australians in the lead up to and during WW II
• Analyse the varying roles and experiences of Australians in WW II and the effect the war had on individuals and the society

Content
• Reasons for WW II and for Australia’s involvement
• Kokoda Trail
• Rats of Tobruk
• Role of women
• War in the Pacific and Australia’s relations with Britain and America

Assessment
• Research assignments
• Analytical essays
• Document work
• Oral presentation / Role play
• Short answer tests
• End of semester examination
Year 10 History
HS10.2 Semester 1
The Global Community

Objectives
This unit will focus on the nature of contemporary international relations with a focus on Australia’s role and perspective and the events that shaped them.

Students will:
- Describe and analyse key events that have shaped Australia’s relations in the region and ways in which nations can exercise power and influence internationally
- Describe and analyse the extent to which the international community is cohesive and has the ability to manage conflict, instability and sustainability

Content
- Regional/international influences post World War II, e.g. the rise of superpowers
- Issues relating to global citizenship, e.g. globalisation and megacities
- The role of international organisations, e.g. United Nations, European Union, Green Peace

Assessment
- Research Assignments
- Analytical essays
- Document work
- Oral presentation/Role play
- Short answer tests
- End of semester examination
Year 10 History

HS10.3 Semester 2
The Road to Revolution (Russia)

Objectives
This unit will examine the Russian Revolution. It will examine the causes of the Revolution and analyse the role of key individuals in its success.

Students will:

• Examine the Tsarist Regime in Russia
• Analyse the causes of the Revolution
• Discuss the impact of changes upon the local population
• Examine the role of key individuals in the Revolution

Content

• Tsarist Russia
• The ideology of Communism
• Bolsheviks
• Leon Trotsky
• Marxism
• Lenin

Assessment

• Research Assignments
• Analytical essays
• Document work
• Oral presentation/Role play
• Short answer tests
• End of semester examination
Year 10 Information Technology
VCE Unit 1: IT in Action
IT10.1 Semester 1

Area of study

FROM DATA TO INFORMATION: in this area of study students develop and apply knowledge and skills in using spreadsheet software to manipulate numeric data. Students select relevant data and apply functions and techniques to manipulate the data to produce information in graphic form, which is displayed onscreen.

NETWORKS: in this area of study students investigate how networked information systems allow data and information to be exchanged locally and within a global environment. Students develop an understanding of the technology and procedures, and the roles and responsibilities of people required to connect and maintain computers so that ideas, files, information, programs and resources can be shared. This area of study focuses on the purpose of databases that households interact with on a regular basis.

ICT IN A GLOBAL SOCIETY: in this area of study students develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders. This area of study involves consideration of contemporary issues within a selected context.

Assessment

• Unit 1 will be assessed internally on course work and end of semester examination.
Year 10 Information Technology
IT10.2 Semester 2
VCE Unit 2: IT Pathways

Area of study
DATA ANALYSIS AND VISUALISATION: in this area of study students develop knowledge and skills in using software tools to access and select authentic data from large data repositories, and in presenting the key aspects of the data in an appropriate visual form.

PROGRAMMING AND PATHWAYS: in this area of study students develop knowledge and skills in using programming or scripting language software. Students develop knowledge and skills in describing data types and data structures, and applying data representation methods.

TOOLS, TECHNIQUES AND PROCEDURES: in this area of study students apply all stages of the problem-solving methodology to create solutions to information problems. Students develop an understanding of how constraints imposed by clients (users) affect the techniques and procedures applied when creating solutions.

Assessment
• Unit 2 will be assessed internally on course work and end of semester examination.
Year 10 Jewish Studies
JS10.1 Semester 1
Judeaphobia

Description
This course provides presents a comprehensive and unique analysis of the development of Jew hatred throughout history. It tries to answer the question “Why the Jews?” Why have Jews been particularly singled out for ethnic, racial and religious persecution, and it traces the relationship between anti-Zionism and racist Judeophobia or so-called ‘anti-Semitism.’

Objectives
Students will:

• Gain an understanding of the historical origins and evolution of Judeophobia
• Display knowledge of the characteristics of Judeophobia and an appreciation of how it is very different from racism
• Display an understanding the factors that lead governments and institutions to organise and support Judeophobic policies and practices
• Apply the lessons of history to contemporary situations

Content
• History of Judeophobic and racist theories
• Use of Language - Judeophobia or Anti-Semitism
• The religious origins of Judeophobia
• The use of Judeophobia by the nation state
• The assimilation of Judeophobia into Western Culture

Assessment
• Written assessment—Short answer questions and worksheets, document analysis, essays – historical, argumentative and creative
• Group assignment
• Oral presentation on a selected topic
• Research assignment on public policy
• End of semester examination
Year 10 Jewish Studies
JS10.2 Semester 2
The Holocaust

Description
This course provides an in-depth study of the Shoah (Holocaust), the war against the Jews (1933–1945), looking at the roots of anti-semitism, the factors that aided the rise of Hitler to power and the various stages from ghettos to camps to liberation.

Objectives
Students will:
• Gain an understanding of the concepts of genocide, anti-semitism, discrimination, prejudice and racism
• Display knowledge of the key stages and issues of the Holocaust
• Display an ability to understand and analyse maps, primary documents, historical texts, newspapers and other media about the holocaust and racism
• Apply the lessons of history to contemporary situations

Content
• History of anti-semitism and racist theories
• Rise of Hitler and the Nazi Party and the Nuremberg Laws
• Genocide—Was the Holocaust unique?
• Kristallnacht & Jewish reactions to Nazi Germany
• The plight of the S.S. St. Louis and the Evian Conference compared to contemporary refugees and boat people
• Ghettos, Judenrat and the camps
• Jewish resistance
• Righteous gentiles

Assessment
• Written assessment—Short answer questions and worksheets, document analysis, essays – historical, argumentative and creative
• Group assignment on anti-semitism
• Oral presentation on a selected topic
• Research assignment—book or film review or interview of a survivor
• End of semester examination
Year 10 Jewish Studies
JS10.3 Semester 1 or 2
Jews for Justice: Exploring our Prophetic Tradition

Description
As Jews we are taught that while it is not our duty to complete the work [of repairing God's creation], neither are we free to desist from it! Recognising this, the Jews for Justice course looks to explore exactly what our prophetic tradition expects of us and how we as modern Jews can respond in effective and meaningful ways.

Objectives
Students will:

• Explore biblical text in an effort to articulate Judaism’s approach to economic and social justice.
• Gain an understanding of the Judaism’s approach to welfare and charity
• Develop personal responses to issues they encounter in their daily lives

Content
Students will explore such issues as:

• Poverty and the Poor
• Collection and Allocation of Tzedakah
• Workers, Employers and Unions
• Housing the Homeless
• The Provision of Health Care
• Environmental Sustainability
• Crime, Punishment and Rehabilitation
• How we can engage in public life from a Jewish perspective while renewing our obligations to each other

Assessment
• Written assessment – Short answer questions and worksheets, document analysis and personal reflections
• Community service project
• Group project and presentation
• End of semester examination
Year 10 Jewish Studies
JS10.4 Semester 1 or 2
Kabbalah

Description
In Kabbalah students learn about Jewish understandings of spirituality, ancient mystical beliefs and alternative interpretations of texts. Students will also practise some visualising and meditation exercises to awakening spiritual insights.

Objectives
Students should be able to:

- Articulate some Kabbalist ideas about the relationship between beings and God
- Engage in self-reflection as an opportunity for exploring a relationship to God
- Understand the meaning of mysticism in contemporary society
- Appreciate the deeper, holy meaning latent in ordinary situations
- Pursue Jewish Studies with heightened self understanding

Content
- Definition of mysticism
- The great Jewish mystics
- Reality is layered: P’shat, Remez, D’rash, Gematria, Symbols, Sod
- Everything is interconnected: family, circle of friends, hidden connections
- I am in all the universe and all the universe is in me: Adam Kadman, Sephirot
- Meditation techniques

Assessment
- Oral presentations and group participation
- Comprehension tasks, short questions and extended responses, comparison and contrast exercises
- Analytical tasks and text studies
- Practical reflection exercises and meditation techniques
- End of semester examination
Year 10 Jewish Studies
JS10.5 Semester 1 or 2
Israel Studies: War and Peace

Description
Israel is probably one of the few nations in the world which, even after several generations of independent existence, still reflects upon questions such as: “Who were we?”, “Who are we?”, “What are we?, “Where are we?,” and “Who will we become?” Attempting to show why this is so, this course introduces students to Israeli politics, society, institutions and political practice.

Objectives
Students will:

• Build on their knowledge of the historical events and key personalities that led to the creation of the modern State of Israel
• Explore the impact war and conflict has had upon the formation of Israeli identity
• Gain an understanding of the diversity of the Israeli population and the rich culture that has been developed
• Be exposed to current critiques and criticisms of the Jewish State and be challenged to respond to them as honestly and effectively as possible

Content
• The construction of Israeli identity
• The main players involved in Israeli politics
• The role of both regional war and the current peace process in the development of modern Israeli culture.
• The role of migration and diversity in the development of modern Israeli culture.
• The future of Israel as a Jewish State
• The role of Progressive Judaism in Israel

Assessment
• Written work and reflections
• Research assignment on a war that Israel has experienced
• Oral presentation on Israeli culture
• End of semester examination
Year 10 Jewish Studies
JS10.6 Semester 1 or 2
Let’s Talk Religions

Description
A semester unit studying Judaism and its various streams as well as Islam, Buddhism and Hinduism and other religions focusing on their core beliefs and rituals and encouraging interfaith understanding.

Objectives
Students will gain an ability to:

• Read historical and cultural sources on the development of Judaism and other religions
• Locate information from a number of sources
• Analyse information and religious texts
• Develop skills in interfaith dialogue

Content
• Core beliefs of Judaism and the differences between the main streams – Orthodox, Conservative and Progressive
• Core beliefs and practices of at least two other religions
• Interfaith school visits and hosting

Assessment
• Written tasks: Class work sheets and comprehension tasks, text and document analysis
• Interpretative essays – analysis and comparison of key ideas and customs of each faith
• Oral presentations individually and in a group
• Research task on one faith
• End of semester examination
Year 10 Mathematics: Mathematical Methods (VCE)

VCE Mathematics Unit 1
Semester 1

Mathematical Methods is recommended for anyone interested in further study in the sciences, commerce or any tertiary courses that require Mathematics as a prerequisite.

Content

Functions and Graphs
This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three.

Algebra
This area of study supports material in the “Functions and graphs” area of study. The focus is on the algebra of simple polynomial functions such as linear, quadratic and cubic functions.

Rates of Change and Calculus
This area of study introduces intuitive understanding of instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of constant, average and instantaneous rates of change.

Probability
This area of study covers introductory probability. Its content may be revised & further developed in Unit 2.

Assessment
• Unit 1 will be assessed internally on course work and end-of semester examination.
Year 10 Mathematics: Mathematical Methods (VCE)

VCE Mathematics Unit 2
Semester 2

Mathematical Methods is recommended for anyone interested in further study in the sciences, commerce or any tertiary courses that require Mathematics as a prerequisite.

Content

Functions and Graphs
This area of study covers graphical representation of functions. Treatment of non-polynomial functions is restricted to simple circular (trigonometric) functions and simple exponential and logarithmic functions.

Algebra
This area of study provides an opportunity for the revision and further development of content described in Unit 1, as well as the study of related algebra material introduced in other areas in Unit 2 (circular functions and exponential and logarithmic functions).

Rates of Change and Calculus
This area of study covers the differentiation and anti-differentiation of polynomials of degree no higher than three.

Probability
This area of study covers introductory counting principles and techniques and their application to probability in the cases of two events and the application of conditional probability.

Assessment
• Unit 2 will be assessed internally on course work and end-of semester examination.
Year 10 Media

MD 10.1 Semester 1

Objectives
Students will develop a practical understanding of digital media and will be encouraged to develop a variety of production skills through the generation of still and moving images. They will be expected to demonstrate a depth of planning in terms of story-boarding, casting and copyright issues when producing their media products.

Content
• Still digital photography
• Production of moving images
• Analysis and production of media products such as newspapers, magazines, films, television, radio and the internet.

Assessment
• Folio of theory and practical work
• End of semester examination

Students intending to continue Media Studies in Year 11 must undertake two units of Media in Year 10 or one semester of Media and 1 semester of Visual Communication & Design.
Year 10 Media
MD 10.2 Semester 2

Objectives
To enable students to establish confidence in all the theoretical and practical skills that will further be explored in VCE Media Studies. This Unit will equip students with the knowledge and skills required for both film analysis and technical production. Students will study signs and meaning in cinema and other media forms. Understanding genre and film styles will enable the students to create their own media product in their desired style.

Content
• Media deconstruction and analysis
• Media Production

Assessment
• Theory Research Project
• Media Product Review
• Genre Product
• End of semester examination

Students intending to continue Media Studies in Year 11 must undertake two units of Media in Year 10 or one semester of Media and 1 semester of Visual Communication & Design.
Year 10 Music
MU10.1 Semester 1

Objectives
Students will:

- Develop aural and musicianship proficiencies
- Undertake systematic training in rhythm and pitch solfège
- Analyse key elements of music in specially chosen repertoire
- Apply those elements in composition projects
- Maintain a listening diary of examples which incorporates a detailed taxonomy
- Be directly prepared for entry to VCE Music Performance

Content
- Each semester will cover approximately thirty different musical works as listening examples
- Ongoing work in Deborah Smith’s ‘Musicianship and Aural Training’ – a preparatory text for VCE Music Performance
- Pitch and Rhythm solfège in ‘Rhythm Reading’ (Kazez), ‘333 Exercises’ (Kodaly), and ‘Successful Sight Singing’ (Telfer)
- Performance classes utilising students’ own instrumental disciplines
- Exploration of musical elements including free atonality, rhythmic instability through syncopation and contrast, transposition, inversion and 12 note serialism

Assessment
- Listening test (incorporating repertoire and aural skills)
- Performance skills test
- Composition folio
- Contribution to performance class
- End of semester examination

_Students intending to continue Music in Year 11 must undertake 2 units of Music in Year 10._
Year 10 Music
MU10.2 Semester 2

Objectives
Students will:

- Develop aural and musicianship proficiencies
- Undertake systematic training in rhythm and pitch solfège
- Analyse key elements of music in specially chosen repertoire
- Apply those elements in composition projects
- Maintain a listening diary of examples which incorporates a detailed taxonomy
- Be directly prepared for entry to VCE Music Performance

Content

- Each semester will cover approximately thirty different musical works as listening examples
- Ongoing work in Deborah Smith’s ‘Musicianship and Aural Training’ – a preparatory text for VCE Music Performance
- Pitch and rhythm solfège in ‘Rhythm Reading’ (Kazez), ‘333 Exercises’ (Kodaly) and ‘Successful Sight Singing’ (Telfer)
- Performance classes utilising students’ own instrumental disciplines
- Exploration of musical elements including themes and motives, instability through irrational rhythms, thematic development, multi-part formal structures and orchestration

Assessment

- Listening test (incorporating repertoire and aural skills)
- Performance skills test
- Composition folio
- Contribution to performance class
- End of semester examination
- Recital presentation

Students intending to continue Music in Year 11 must undertake 2 units of Music in Year 10.
Year 10 Health and Physical Education
HPE 10.2 Semester 2

Objectives
This course provides students with an indication of the requirements, workload and content of the VCE Health and Human Development course. It further develops their knowledge and skills to enable students to gain a better understanding of the wider implications as well as specific aspects of health and physical development.

Content
The course will cover the following topics:

- Nutrition and Health
- Nutrition for Physical Activity
- Health and illness in Australia
- First Aid and sporting injuries
- Promoting Active Lifestyles

Assessment
The assessment will encompass a range of tasks including:

- Research investigations
- Multimedia presentations
- Tests
- Essays
- End of semester examination
Year 10 Philosophy (Metaphysics)
PH10.1 Semester 1

Objectives
This course follows on from Year 9 Philosophy (Ethics) offering an opportunity to continue and develop students’ critical thinking and reasoning skills and knowledge of philosophy.

Content
Curriculum will focus on epistemology (study of how we acquire knowledge) and ontology (study of what constitutes reality). Questions posed could cover areas such as the nature of beauty and truth, as well as the certainty of knowledge.

Assessment
- Essays
- Constructive participation and elaboration of ideas in a Wiki
- Involvement in a community of inquiry
- End of semester examination
Year 10 Russian (VCE)

VCE Russian Unit 1
RS10.1 Semester 1

Description
The study of Russian provides an insight into, and an appreciation of, Russia’s rich culture and history, as well as an understanding of contemporary life in the Commonwealth of Independent States (CIS).

Objectives
The VCE Russian course is designed to enable students to use the language to understand and appreciate the cultural context in which Russian is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Russian and English and/or other languages and to apply Russian to work, further study, training or pleasure.

Areas of Study
The Areas of Study for Russian comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and the five different kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common Areas of Study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common Areas of Study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes
1. The individual
2. The Russian-speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment
Units 1 and 2 will be assessed internally on course work and end-of-semester exams
Students intending to continue Russian in Year 11 must undertake two units of Russian in Year 10.
Year 10 Russian (VCE)

VCE Russian Unit 2
RS10.2 Semester 2

Description
The study of Russian provides an insight into, and an appreciation of, Russia’s rich culture and history, as well as an understanding of contemporary life in the Commonwealth of Independent States (CIS).

Objectives
The VCE Russian course is designed to enable students to use the language to understand and appreciate the cultural context in which Russian is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Russian and English and/or other languages and to apply Russian to work, further study, training or pleasure.

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Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment
Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Students intending to continue Russian in Year 11 must undertake two units of Russian in Year 10.
Year 10 Spanish
SPA 10.1 Semester 1

Objectives
Spanish language is an elective subject in year 10 and is studied for the whole year. The Spanish course is directed towards ensuring students acquire the four major language skills: Listening, Speaking, Reading and Writing. Students will develop linguistic ability and gain cultural understanding of the Spanish speaking countries. Grammar is studied in the context of the topics covered by the course, to prepare students for the demands of VCE Spanish.

Content
• My daily life
• Shopping
• My plans and hopes

Assessment
• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting
• End of semester examination
Year 10 Spanish

SPA10.2 Semester 2

Objectives

Spanish language is an elective subject in year 10 and is studied for the whole year. The Spanish course is directed towards ensuring students acquire the four major language skills: Listening, Speaking, Reading and Writing. Students will develop linguistic ability and gain cultural understanding of the Spanish speaking countries. Grammar is studied in the context of the topics covered by the course, to prepare students for the demands of VCE Spanish.

Content

• Vacations and Festivities
• Arts and entertainment
• The environment

Assessment

• Reading comprehension
• Writing tasks
• Listening comprehension
• Speaking tasks
• Cultural knowledge and understanding tasks
• Presenting
• End of semester examination
Year 10 Visual Communication & Design
VC10.1 Semester 1

Objectives

• To enable students to make and present visual communications that demonstrate understanding of aesthetic and functional considerations and produce visual communications using appropriate design elements, principles and concepts, as well as demonstrating a range of skills with a particular emphasis on the use of digital technology in the visual communication production process
• To encourage a variety of practical skills, by generating images and designs and developing them through different drawing methods.
• To apply design elements and principles through freehand drawing, using the visual communication production process
• To enable students explore and develop ideas using a range of materials, methods and media, applying design elements and principles as well as developing digital technology skills, to problem solve and achieve design solutions

Content

• Use of the visual communication production process to design and present for example; symbols, packaging, product design
• Two and three dimensional freehand, instrumental and computer generated drawings
• Application and analysis of design elements and the design principles
• Range of media and materials with an emphasis on ICT skills
• Identification, description and analysis of existing visual communications such as advertisements, swing tags, house designs, every day products
• Influences, histories and traditions surrounding designers and their work
• Differing roles of practitioners in visual communication and related fields
• Creative thinking and concept development

Assessment

• Assignment Folio
• Sketchbook
• End of semester examination

Students intending to study Visual Communication & Design at Year 11 are required to undertake two semesters of Visual Communication & Design at Year 10 or one semester of Art and one semester of Visual Communication & Design.
Year 10 Visual Communication & Design
VC10.2 Semester 2

Objectives

• To extend students’ basic understanding of the visual communication design process
• To provide students with a range of practical visual communication experiences representative of a different fields of practice such as information, environmental and product design.
• To provide students with the opportunity to use a brief to establish the client’s needs, the purpose and audience
• To enable students to develop and apply creative techniques as well as the accepted conventions of drawing and technology to solve specific design briefs

Content

In this unit students will:

• Use design elements and design principles to develop and refine concepts to enhance the effectiveness of visual communications to a specific audience
• Learn to work using the design process
• Discuss design and production techniques using appropriate terminology
• Use appropriate design language to analyse and evaluate the effectiveness of ways visual messages are delivered to specific audiences.
• Research, collect and evaluate information for ideas and inspiration.
• Produce visual projects which analyse, explore and manipulate appropriate visual techniques
• Learn to work with two and three dimensional drawing methods
• Explore a range of media and digital formatted information.
• Research/analyse visual communication produced by Australian/overseas designers

Assessment

• Assignment Folio
• Sketchbook
• End of semester examination

Students intending to study Visual Communication & Design at Year 11 are required to undertake two semesters of Visual Communication & Design at Year 10 or one semester of Art and one semester of Visual Communication & Design.
Career Guidance

Including VCE Prerequisites and Sample Courses
Career Guidance

Preparation for VCE
The King David School prepares students in Year 10 for the demands of VCE by developing their study and research skills, essay and report writing and examination skills in each of the core and elective units studied.

It is possible for some students at Year 10 to commence the VCE units. The following units are currently being offered at Year 10, **VCE Units 1 & 2** in:

- Business Management
- Hebrew
- Information Technology
- Mathematical Methods
- Russian

The VCE subjects offered are determined by student interest and ability. To be allowed to undertake VCE units in Year 10 students will be required to complete an application form which will be endorsed by parents before they are considered to be enrolled in the subject.

Career Options
At Year 10, students attend a series of classroom sessions covering aspects of work and career selection, plans and decisions. Each student undergoes two tests. The Morrisby Report provides a profile of the abilities of each student and helps students identify the types of work which match their interests and preferences. The outcomes of this report are discussed individually with the student and his/her parents, forming the basis for VCE subject selection. Students are individually counselled in designing a VCE program that is suited to their individual requirements in terms of abilities and tertiary entrance requirements for courses of interest to them.

Careers Expo Week
Careers Expo week is designed to allow Year 10 students to undertake a variety of activities to enhance their skills in applying for jobs and broaden their understanding of the occupations and careers available to them.

During Careers Expo week students undergo testing in Occupational Health and Safety as well as Careers Testing. Students also visit a number of universities TAFE colleges including Monash University and Swinburne TAFE.
VCE Prerequisite Requirements

These are the current prerequisites for entry to Units 1 and 2 VCE subjects at The King David School in 2012. They are listed here so that students are well informed about the minimum standard required for entry to their desired VCE subjects. At least one English subject must be selected.

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<thead>
<tr>
<th>STUDY</th>
<th>MINIMUM PREREQUISITE GRADE IN YEAR 10 (based on overall unit grade and/or exam score)</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>C in Mathematics</td>
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<tr>
<td>Biology</td>
<td>C in Science and B in Biology component</td>
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<tr>
<td>Business Management 3/4</td>
<td>C in English or C in Business Management 1/2</td>
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<tr>
<td>Chemistry</td>
<td>C in Science and C+ in Chemistry component</td>
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<tr>
<td>English</td>
<td>D in English</td>
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<tr>
<td>French 1/2</td>
<td>C+ in Year 10 French</td>
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<tr>
<td>French 3/4</td>
<td>B in Units 1/2</td>
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<tr>
<td>Further Maths 3/4</td>
<td>B in Mathematics (Lower Extension)</td>
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<tr>
<td>General Mathematics A</td>
<td>B+ in Mathematics (Lower Extension)</td>
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<tr>
<td>General Mathematics B</td>
<td>C in Mathematics (Mainstream)</td>
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<tr>
<td>Health &amp; Human Development 1/2</td>
<td>C in English</td>
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<tr>
<td>Health &amp; Human Development 3/4</td>
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<tr>
<td>Hebrew 1/2</td>
<td>C+ in Hebrew (advanced group)</td>
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<tr>
<td>Hebrew 3/4</td>
<td>C+ in Units 1/2</td>
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<tr>
<td>History</td>
<td>C+ in History or C+ in English</td>
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<tr>
<td>Information Technology</td>
<td>C in Information Technology elective or C in English</td>
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<td>Legal Studies 1/2</td>
<td>C in English</td>
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<td>Legal Studies 3/4</td>
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<td>Mathematics Methods 1/2</td>
<td>C in Mathematics (Upper or Lower extension)</td>
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<td>Mathematics Methods 3/4</td>
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<td>Media 1/2</td>
<td>B in Year 10 Media</td>
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<tr>
<td>Music 1/2</td>
<td>C in Theory Components and teacher recommendation</td>
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<tr>
<td>Physical Education 1/2</td>
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<td>Physical Education 3/4</td>
<td>B+ in Physical Education or B in English</td>
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<tr>
<td>Physics 1/2</td>
<td>C in Science and C+ in Physics component</td>
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<td>Course</td>
<td>Required Grades</td>
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<td>D in Science and C in Biology component and C in English</td>
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<tr>
<td>Psychology 3/4</td>
<td>C+ in Science and B in Biology component and B in English</td>
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<td>D in English</td>
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<td>Religion and Society 3/4</td>
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<td>Russian 1/2</td>
<td>C+ in Year 10 Russian</td>
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<td>Russian 3/4</td>
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<td>Studio Art 1/2</td>
<td>B in Theory components of Yr 10 Art</td>
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<td>Texts and Traditions 1/2</td>
<td>B in English</td>
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<td>Theatre Studies 1/2</td>
<td>C+ in Year 10 Drama</td>
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<td>Visual Communication and Design 1/2</td>
<td>B in Visual Communication and Design</td>
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### Some Sample Courses

Some sample courses appear on the following pages. These are for demonstration purposes only. Individual students must plan their courses in consultation with the Careers Advisor.
<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Information Technology Units 1 &amp; 2</th>
<th>Mathematical Methods Units 1 &amp; 2</th>
<th>French (Yr 10) Hebrew Russian Units 1 &amp; 2</th>
<th>Possible Careers</th>
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Possible Careers:
- Engineering
- Health Sciences
- Law/Science
- Medicine
- Nursing
- Physiotherapy
- Science
- Biomedicine
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<tr>
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<td>Mathematical Methods Units 1 &amp; 2 or Units 3 &amp; 4</td>
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## Sample Course 3

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<th>Information Technology: Software Development Units 3 &amp; 4</th>
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<th>Studio Art Units 3 &amp; 4</th>
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## Sample Course 5

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**POSSIBLE CAREERS**
- Librarians
- Teaching
- Law
- Music
- Theatre Production
- Editing
- Professional Writing
Magid Institute
Senior School
(Years 9 – 12)
373–375 Dandenong Road,
Armadale Vic 3143
PO Box 286,
Malvern Vic 3144
Tel: 8508 9600
Fax: 8508 9625
Email: institute@kds.vic.edu.au

THE KING DAVID SCHOOL