Year 9 & 10
Curriculum Handbook 2013
Magid Institute

The King David School
Modern | Thinking | Judaism
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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
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 four elective units each semester. Over the year students must choose:

- One unit *per semester* of Jewish Studies and/or Hebrew
- One year long compulsory unit of History: Jewish Perspectives

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

- Art
- Drama
- Hebrew
- Media
- Physical Education
- Business Studies
- French
- Information Technology
- Music
- Chinese (Mandarin)
- Geography
- Jewish Studies
- Philosophy (Ethics)
- Visual Communication 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 and volleyball. 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 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.

Students receive a certificate outlining their activities over the course of the year and references for their resumes from their placements for community service.

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 a number of community organisations. 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 trails 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
• Environmental awareness and ecological design
• 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
• Deal with issues critical to their stage of development such as relationships, consent and sex education sessions
• 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, language and literacy constitute the essential concepts and areas of
study. Students learn to appreciate and use language in order to evoke feelings, to
form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.
A complex study of key literary texts enhances the ability to interpret and engage with
quality literature. Students also develop an understanding of the ways in which purpose,
audience and context influence the structures and features of language.

Content
English is organised into three key areas:

Literature
Students will engage in close studies of literary texts by a range of authors and in
a range of styles. Students will respond to novels, short stories, plays and poetry in
analytical and other modes of writing.

Language
Students will study the structures and function of language, including grammatical
convention and nuance. Students will examine a range of ways to communicate as
well as interpret information, including multi-modal forms.

Literacy
Students will demonstrate their ability to interpret and respond to a range of written
stimuli across a range of mediums. Students will develop active-listening strategies,
interpreting and reflecting upon what they hear and see.

Assessment
Students in Year 9 must demonstrate key performance indicators as outlined by the
Australian Curriculum in the following ways:
• Responses 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 examinations
History: Jewish Perspectives Year 9

Introduction
The Year 9 History: Jewish Perspectives curriculum provides a study of the history of the making of the modern world from 1750 to 1918, when possible from a Jewish perspective. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918) the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a Jewish historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Content
Year 9 History: Jewish Perspectives is organised into an overview and four key areas:

Overview
- An overview of pre-industrial Europe, focusing on the role and nature of the Jewish community in that world; the nature and significance of the Industrial Revolution and the effect of that on Jewish communities.
- The movement of peoples in the period, focusing on dispersion
- The Jewish role in European imperial expansion, including in the Asian region
- The emergence of new political ideas, including Nationalism and the impact it had on local Jewish communities and the birth of the Zionist movement

Indepth Study 1: Making a Better World – Progressive ideas and movements (1750 – 1918)
Students will study: the emergence and nature of key ideas in the period, with a particular focus on nationalism, Bundism, Zionism, and the first Zionist congresses; the reasons why these key ideas emerged; the role of an individual or group in the promotion of these key ideas, and the responses to it; the short and long-term impacts of these ideas on Australia and the world.

Indepth Study 2: Anti-Semitism
- The historical origins of Anti-Semitism and its applications in the Modern World (1750-1918)
- Post industrialisation and the interaction and points of tension between the Jewish and non-Jewish worlds: Blood libels, pogroms, massacres
- Dreyfus and Beilis cases
- Judeophobia
Indepth Study 3: Australia and Asia – Making a Nation up to 1918
Students will study about some of the key Jewish individuals and families that had a significant contribution to the making of the Australian nation; the extension of settlement with a focus on the establishment of Jewish communities outside the regional centres; the experiences of non-Europeans in Australia prior to the 1900s; living and working conditions in Australia around the turn of the twentieth century; key events and ideas in the development of Australian self-government and democracy, including women’s voting rights; legislation 1901-1914, including the Immigration Restriction Act.

Indepth Study 4: World War I (1914-1918)
Students will study: an overview of the causes of World War I and the reasons why men enlisted to fight in the war; the places where Australians fought, including the campaigns in Sinai, Palestine, and Gallipoli; the impact of World War I, with a particular emphasis on Australia; the commemoration of World War I, including debates about the nature and significance of the Anzac legend, focusing on General Sir John Monash.

Assessment
Key performance indicators as outlined by the Australian Curriculum will be assessed in the following ways:
• Research assignments
• Analytical essays
• Document work
• Oral presentation / Role play
• Short answer tests
• End of semester examination
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. The TI-Nspire 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.

As outlined by the Australian Curriculum, the program will be selected from the following topics:

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

Assessment
• Assignments
• 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 human movement of studies.
- 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

Sports science concepts
Development of skills in a variety of sporting activities
Fitness Assessment Tasks

Assessment

- Fitness Testing
- Movement Skills and Game Strategies
- Practical Participation
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>UNITS</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>Body coordination: the brain, nervous system &amp; hormones</td>
</tr>
<tr>
<td>Big Picture Science</td>
<td>Medical decisions, Youth drug forum</td>
</tr>
<tr>
<td>Chemical Science</td>
<td>The atom, Periodic Table, Types of chemical reactions</td>
</tr>
<tr>
<td>Cells to Ecosystems</td>
<td>Ecosystems, respiration, photosynthesis &amp; food webs</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Types of Energy: heat, electrical, light and colour, sound</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>Subject</th>
<th>Repeated: Semester 1 or 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Semester 1 and/or 2</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Drama</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>French</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Geography</td>
<td>Offered in Semester 2 only</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Repeated in Semester 1 or 2</td>
</tr>
<tr>
<td>Jewish Studies: Talmud with Training Wheels</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Jewish Studies: Jews for Justice: Exploring our Prophetic Tradition</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Jewish Studies: Israel Studies – Creating the State</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Media</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Music</td>
<td>Semester 1 and/or 2</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
<td>Offered in Semester 1 only</td>
</tr>
<tr>
<td>Philosophy (Ethics)</td>
<td>Offered in Semester 2 only</td>
</tr>
<tr>
<td>Spanish</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
</tbody>
</table>

- **Continuous subject**: satisfactory completing Semester One is a pre-requisite to study Semester Two
- **Offered in one Semester only**: this subject will be on offer in the specified semester only
- **Repeated: Semester 1 or 2**: an independent semester long unit that can be elected in either Semester One or Two
- **Semester 1 and/or 2**: each semester has a different focus and can be taken as a standalone subject or as a sequence
Description of Year 9 Elective Units

Year 9 Art
Repeated: 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
Semester 1: Politics and the Law

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
Semester 2: Economics, Industry and Enterprise

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)
Continuous subject: 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)
Continuous subject: 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
Repeated: 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
Continuous subject: 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
Continuous subject: 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

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
Continuous subject: Semester 1 and 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 Information Technology
Repeated: Semester 1 or 2

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

Content
- The importance of technology in the modern world
- Hardware and software
- Networking and the Internet
- Alternative presentation software
- Creating a quality website according to appropriate formats and conventions
- Vector graphics
- Animation
- Data and information
- Problem-solving methodology
- Visual thinking using design tools

Assessment
- Hardware and Software Assignment
- Media Analysis
- Major Project
- Presentation
- Written folio of work
- Practical folio of work
- End of year examination
Year 9 Jewish Studies
Talmud with Training Wheels
Repeated: Semester 1 or 2

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
Jews for Justice: Exploring our Prophetic Tradition
Repeated: Semester 1 or 2

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 9 Jewish Studies
Israel Studies: Creating the State
Repeated: Semester 1 or 2

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 Media
Repeated: 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
Semester 1 and/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 sixteen 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’ (Kodaly), ‘Rhythm Reading’ (Kazez) and ‘Successful Sight Singing’ (Telfer)
• Performance classes utilising students’ own instrumental disciplines
• Exploration of musical taxonomy

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)

Semester 2 only

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
• Analysis Tasks
• On-line discussion forums
• Essays
• End of semester examination
Year 9 Physical Education & Health
Semester 1 only

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
Continuous subject: Semester 1 and 2

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
- Free Time
- Life at home
- Going places

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 Visual Communication Design
Repeated: 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. To enable Students to 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, Science, Sport and History: Jewish Perspectives, as well as choosing eight units from an exciting array of elective offerings. Electives are organised as semester-long units. Students are required to select four elective units each semester.

Over the year students must choose:
• One unit per semester of Jewish Studies and/or Hebrew
• One year long compulsory unit of History: Jewish Perspectives
• 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
• Drama
• Hebrew
• Media
• Health & Physical Education
• Business Studies
• French
• Information Technology
• Music
• Chinese (Mandarin)
• Geography
• Jewish Studies
• Philosophy (Metaphysics)
• Visual Communication 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 and volleyball. 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, language and literacy constitute the essential concepts and areas of study. Building upon skills and abilities developed in the previous year, students learn to appreciate and use language in order to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. A complex study of key literary texts enhances the ability to interpret and engage with quality literature. Students also develop an understanding of the ways in which purpose, audience and context influence the structures and features of language.

Content
English is organised into three key areas:

Literature
Students will engage in close studies of literary texts by a range of authors and in a range of styles. Students will respond to novels, short stories, plays and poetry in analytical and other modes of writing.

Language
Students will study the structures and function of language, including grammatical convention and nuance. Students will examine a range of ways to communicate as well as interpret information, including multi-modal forms.

Literacy
Students will demonstrate their ability to interpret and respond to a range of written stimuli across a range of mediums. Students will develop active-listening strategies, interpreting and reflecting upon what they hear and see.

Assessment
Students in Year 10 must demonstrate key performance indicators as outlined by the Australian Curriculum in the following ways:

- 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
- End of semester examinations
History: Jewish Perspectives Year 10

Introduction
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context and the Jewish perspective. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

This course also 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. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Content
Year 10 History: Jewish Perspectives is organised into an overview and three indepth studies:

Overview
• The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression including Jewish life in Vienna and Australia and the growth of new Jewish communities such as in Carlton and the Kadima.
• Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping
• The major movements for rights and freedom in the world and the achievement of independence by former colonies, focusing on the creation of the modern state of Israel and the Balfour declaration
• The nature of the Cold War (including Nathan Sharansky’s story) and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
• Developments in technology, public health, longevity and standards of living during the twentieth century, and concern for the environment and sustainability

Indepth Study 1: World War II (1939-45)
Students will study about: the causes and course of World War II ; the scale and significance on the Holocaust; the significant events of World War II, including developments in technology and the involvement and effects in Australia; the experiences of Australians during World War II (such as Prisoners of War (POWs) and...
Battles the Hay internment camp and the Dunera boys); the impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls, the significance of World War II to Australia’s international relationships in the twentieth century.

**Indepth Study 2: Rights and Freedoms (1945 – the present)**

Students will study about the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration; background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations; the US civil rights movement and its influence on Australia; the significance of the civil rights of Aboriginal and Torres Strait Islander peoples, including Ron Castan and the Mabo decision, and methods used by civil rights activists to achieve change; and the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world.

**Indepth Study 3: Migration experiences (1945 – present)**

Students will study about key Jewish figures and organisations post WWII; the waves of post-World War II migration to Australia, including the influence of Holocaust survivors to Australian life; the impact of changing government policies on Australia’s migration patterns, including those which opened the door to European Jewish migration; the impact of a world event or development and its significance for Australia looking at Australian responses to Israel’s Wars; the contribution of migration to Australia’s changing identity as a nation and to its international relationships, such as the Jewish connection with the Boat people.

**Assessment**

Key performance indicators as outlined by the Australian Curriculum will be assessed in the following ways:

- Research assignments
- Analytical essays
- Document work
- Oral presentation / Role play
- Short answer tests

End of semester examination
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 TiN-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
As outlined by the Australian Curriculum, 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
- 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 from four units of Science in the second semester. This will allow students to focus on a particular area of interest. Specific units are not considered to be prerequisites for studying a VCE Science.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>Core Science</td>
<td>Genetics and evolution, motion and force, energy, the universe, chemical reactions</td>
</tr>
<tr>
<td>TWO</td>
<td>Biological Science</td>
<td></td>
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<td></td>
<td>Physical Science</td>
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<td></td>
<td>Chemical Science</td>
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<td></td>
<td>Psychological Studies</td>
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</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

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Semester 1 and/or 2</td>
</tr>
<tr>
<td>Business Management – VCE Unit 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Business Management – VCE Unit 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Drama</td>
<td>Repeated: Semester 1 and/or 2</td>
</tr>
<tr>
<td>French</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Geography</td>
<td>Offered in Semester 1 only</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Offered in Semester 2 only</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Continuous subject</td>
</tr>
<tr>
<td>Hebrew – VCE Unit 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Hebrew – VCE Unit 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Information Technology: VCE Unit 1: IT in Action</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Information Technology: VCE Unit 2: IT Pathways</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Jewish Studies: Israel Studies: War and Peace</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Jewish Studies: Let’s Talk Religions</td>
<td>Repeated: Semester 1 or 2</td>
</tr>
<tr>
<td>Jewish Studies Text: &amp; Traditions Unit 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Jewish Studies Text: &amp; Traditions Unit 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Mathematical Methods – VCE Unit 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Mathematical Methods – VCE Unit 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Media</td>
<td>Semester 1 and/or 2</td>
</tr>
<tr>
<td>Music</td>
<td>Semester 1 and/or 2</td>
</tr>
<tr>
<td>Philosophy (Metaphysics)</td>
<td>Offered in Semester 1 only</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>Semester 1 and/or 2</td>
</tr>
</tbody>
</table>

- **Continuous subject**: satisfactory completing Semester One is a pre-requisite to study Semester Two
- **Offered in one Semester only**: this subject will be on offer in the specified semester only
- **Repeated: Semester 1 or 2**: an independent semester long unit that can be elected in either Semester One or Two
- **Semester 1 and/or 2**: each semester has a different focus and can be taken as a stand alone subject or as a sequence
Description of Year 10 Elective Units

Year 10 Art

Semester 1 and/or 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
- 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 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)
Continuous subject: 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)
Continuous subject: 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
Repeated: Semester 1 and/or 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
Continuous subject: 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
Continuous subject: 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
Semester 1 only

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 Health and Physical Education
Semester 2 only

Objectives
This course provides students with an indication of the requirements, workload and content of the VCE Health and Human Development and Physical Education courses. 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 the Australian Guidelines to Healthy Eating
- Global Health
- Diabetes and Cardiovascular disease
- Fitness Principles
- Australian Physical Activity recommendations
- Sports Psychology

Assessment
The assessment will encompass a range of tasks including:

- Research projects
- Tests
- Practical participation
- End of semester examination
Year 10 Hebrew
Continuous subject: Semester 1 and 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: personal details, relationships, making arrangements, free time
2. Modern life: The changing nuclear family
3. Equity in society: gender & elderly Vs young people

Students are expected to be familiar with and be able to produce the following different types of writing: informative, imaginative, persuasive, personal, evaluative, reflective, narrative or descriptive either individually or in combination.

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 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 world of work: Vocational pathways, unemployment, and impact of IT
2. The changing world: Environment
3. The Hebrew speaking communities: Israeli and Jewish ar

Students are expected to be familiar with and be able to produce the following different types of writing: informative, imaginative, persuasive, personal, evaluative, reflective, narrative or descriptive either individually or in combination.

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 Information Technology (VCE)

VCE Unit 1: IT in Action,
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 (VCE)

VCE Unit 2: IT Pathways
Semester 2

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
Israel Studies: War and Peace
Repeated: Semester 1 or 2

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
Let’s Talk Religions
Repeated: Semester 1 or 2

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 Jewish Studies (VCE)

Texts and Traditions
Units 1 and 2

Rationale

The study of primary sources in this case, books (or chapters) of the Bible is a way of establishing the special relationship between the students of our school with their tradition. The sources act as an important reference point and continued significance for the social organisation, rituals, values, beliefs and behaviour that is at the heart of the school and the Jewish tradition.

Traditions have complex relationships with the foundation texts concerning authority, levels of commitment, conflict, dissent and individual behaviour. It is the complexity of the social relationship of the tradition with its text that makes it an appropriate special study within senior secondary education.

Unit 1: Texts in traditions

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Unit 2: Texts in society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.
For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

In this unit, students also compare how texts from different religious traditions treat common social themes.

**Assessment**

- Unit 1 & 2 will be assessed internally on course work and end of semester exams

*Note: Units 3 & 4 of Texts and Traditions might not be offered earlier than 2015.*
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. Students will be invited to study Mathematical Methods in Year 10 if they have completed the Year 9 Mathematics Extension course and either received an A grade on their Semester Two exam and/or an A grade overall.

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. Students will be invited to study Mathematical Methods in Year 10 if they have completed the Year 9 Extension Mathematics course and either received an A grade on their Semester Two exam and/or an A grade overall.

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
Semester 1

Objectives
Students develop an awareness of the business of media production, focussing on the financial structure of Hollywood cinema and Australian television production. They explore the dynamic relationship between the media and its audiences through a detailed study of communication processes, media forms and texts and academic research on media influence. Students also explore advertising, focussing on the development of professional advertisements using standard production software. Key production stages will be utilised and students are exposed to deadline constraints and creative processes involved in developing advertisements. Students become aware of the social and psychological implications of advertising to audiences.

Students continue to develop key production skills in video – including an exploration of key production roles, technical expertise, visual storytelling and collaborative skills. They also develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating the broader framework within which Australian media organisations operate.

Content
• Discussion and exploration of the business of media production
• Exploration and analysis of the relationship between the media and its audiences
• Analysis and production of media products such as advertisements and video

Assessment
• Folio of theory and practical work. Students will undertake an equal amount of theory and practical work in this subject
• 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 one semester of Visual Communication Design with a B grade average.
Year 10 Media

Semester 2

Year 10 students who wish to continue into Media Semester 2 need a prerequisite of B average in Year 10 Media Semester 1.

Objectives

This study enables students to analyse media products and concepts in an informed and critical way and establishes confidence in students when undertaking these tasks. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features.

This unit will equip students with the theoretical and practical skills and knowledge required when students progress to the VCE level. Work undertaken in this unit through a theoretical and practical study, which places the student in the role of a media creator. Students will study signs and meaning in cinema. Understanding genre and film styles will enable the students to create their own media product in their desired style.

Students will develop further skills in digital photography through an exploration of media representations as well as developing advanced skills in photographic processes and techniques including an exploration of all manual functions of digital SLR cameras. Conceptual and architectural photography styles will be explored.

Content

- Film deconstruction and analysis
- Media Production – photography
- Media representation deconstruction and analysis

Assessment

- Photographic folio across the semester
- Written film analysis paper
- 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. A mark of a B average is essential.
Year 10 Music

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 sixteen core 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 discussed in repertoire

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

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 Philosophy (Metaphysics)
Semester 1 only

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
- Analysis Tasks
- Involvement in a community of inquiry
- End of semester examination
Year 10 Visual Communication Design

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

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
- Texts and Traditions

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 prerequisites for entry to Units 1 and 2 VCE subjects at The King David School in 2013. 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.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>MINIMUM PREREQUISITE GRADE IN YEAR 10 (based on overall unit grade and/or exam score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>C in Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>B in Biology component in General Science or Biological Science and C in English</td>
</tr>
<tr>
<td>Business Management 3 &amp; 4</td>
<td>C in English and B in Business Management 1 or 2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C+ in Chemistry component in General Science or Chemical Science</td>
</tr>
<tr>
<td>English</td>
<td>D in English</td>
</tr>
<tr>
<td>French 1 &amp; 2</td>
<td>C+ in Year 10 French</td>
</tr>
<tr>
<td>French 3 &amp; 4</td>
<td>B in Units 1 &amp; 2</td>
</tr>
<tr>
<td>Further Maths 3 &amp; 4</td>
<td>B in Mathematics Extension or B in Math Methods</td>
</tr>
<tr>
<td>General Mathematics A</td>
<td>A in Mathematics or B in Methods 1 &amp; 2</td>
</tr>
<tr>
<td>General Mathematics B</td>
<td>C in Mathematics or B in Foundation Maths</td>
</tr>
<tr>
<td>Health &amp; Human Development 1 &amp; 2</td>
<td>C in English</td>
</tr>
<tr>
<td>Health &amp; Human Development 3 &amp; 4</td>
<td>B in English</td>
</tr>
<tr>
<td>Hebrew 1 &amp; 2</td>
<td>C+ in Year 10 Hebrew Extension</td>
</tr>
<tr>
<td>Hebrew 3 &amp; 4</td>
<td>B in Units 1 &amp; 2</td>
</tr>
<tr>
<td>History</td>
<td>C+ in History or B in English</td>
</tr>
<tr>
<td>Information Technology</td>
<td>B in Information Technology Units 1 or 2</td>
</tr>
<tr>
<td>Legal Studies 1 &amp; 2</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.
# Year 10 and Year 11 Subjects

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- **YEAR 11:** English Units 1 & 2
- **YEAR 12:** English Units 3 & 4
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**POSSIBLE CAREERS**
- Librarians
- Teaching
- Law
- Music
- Theatre Production
- Editing
- Professional Writing
Core Subjects

YEAR 10

Jewish Studies

Business Management Units 1 & 2

Information Technology Units 1 & 2

Mathematical Methods Units 1 & 2

French (Yr 10)

Hebrew Units 1 & 2

POSSIBLE CAREERS

Librarians

Teaching

Law

Music

Theatre Production

Editing

Professional Writing

YEAR 11

English Units 1 & 2

Texts & Traditions Units 1 & 2

or Religion and Society Units 1 & 2

or Units 3 & 4

History Units 1 & 2

Theatre Studies Units 1 & 2

or Music Units 1 & 2

Health and Human Development Units 1 & 2

or Physical Education Units 1 & 2

French

Hebrew Units 1 & 2 or 3 & 4

YEAR 12

English/Literature Units 3 & 4

Religion and Society Units 3 & 4

History Units 3 & 4

Theatre Studies Units 3 & 4

or Music Units 3 & 4

Health and Human Development Units 3 & 4

or Physical Education Units 3 & 4

French

Hebrew Units 3 & 4