

# The King David School Years 9 & 10 Information



THE KING DAVID SCHOOL



Modern | Thinking | Judaism

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# Introduction

## Welcome

As our students progress from the Middle Years to Years 9 and 10, they are faced with the challenges of further independent learning and more sophisticated levels of academic expectation. Year 9 students have experienced the intellectual growth and social development of the Middle Years and are forging ahead with a growing capacity for reflective global thinking and are beginning to make decisions beyond the home and family. Our students have made or are consolidating friendship and social groups which will greatly influence their individual identities and value systems over their final four years at our school. Our students have continued to become very technologically savvy and intellectually stimulated via exploration, engagement, reflection, collaboration, mentoring and sharing ideas in Keshet, formal and informal settings provided by our school. In the past, Years 9 and 10 have been seen as consolidating years but over recent times they have also become a serious foundation and preparation for VCE. Many of our Year 10 students choose to study a Year 11 VCE Unit 1-2 sequence to better prepare them for the start of Year 11. The level of commitment to Year 9 studies can form the basis for being able to successfully undertake a Unit 1-2 VCE Year 11 subject in Year 10. During Years 9 and 10 we aim to develop a broader student understanding and to meet the individual developmental, social and educational needs of our students by providing a varied, challenging curriculum that will provide them with the information to determine future academic and societal pathways.

Fred Kok  
Head of Senior School

## Jewish Life

As students move through the Senior School, Jewish life continues to permeate every week of the school calendars. Weekly morning tefillah (optional), Kabbalat Shabbat and the full Jewish calendar are observed and celebrated, with opportunities for tikkun olam (social justice) offered regularly. Students in Year 10 participate in Derech and Mifgash programs. These sessions offer choices to delve into particular areas of Jewish life, culture, Israel education and hands-on practical activities, including leadership development.

Students in Years 9 & 10 participate in Israel-focused camps. Yesh, The King David School's Israel program for Year 10 students, offers a unique opportunity for students to immerse themselves in Israel - its places, culture, society, politics and people - for four weeks. Through deep engagement and rich experiences, students are able to explore their Jewish identity and their connection with the land and state of Israel, while also developing personal, emotional and social skills, such as independence, resilience and flexibility, associated with group-living away from home.

## Wellbeing

The Positive Education movement has influenced the Wellbeing program in the Senior School where skills such as mindfulness and gratitude are taught to students. The Wellbeing program develops social, emotional and behavioural skills with topics including health, relationships, friendship, cybersafety, values and personal safety.

The homeroom program in the Senior School is called Keshet (Hebrew for connection). Students start each day with a 15 minute Keshet time to focus on their sense of wellbeing, mindfulness and social connection.

The aim of Keshet is to support the social and academic development of the cohort (class and year level), in order to build community.

The Keshet program focuses on activities with the following goals;

Positive Emotion – fun, energisers, ruach (spirit)

Opportunities – student voice, initiative, leadership

Relationships – peer to peer, student to teacher

Environment – physical and atmospheric

Support – academic and personal

The Keshet teachers are the first port of call for student wellbeing. This important pastoral care role ensures that all students feel supported at School.

Wellbeing lessons focus on the development of social skills, health education and moral development. Students will also look at a range of important topics including; bullying, cyberspace safety, friendship, mindfulness, self-esteem and resilience.

## Co-Curricular Programs

There are many opportunities for students to be involved in activities outside their regular timetabled classes. Participation is encouraged and recorded through the Kinor David program. Activities on offer include Instrumental Music, Before School Sport training, Robotics (MERIT) and a large variety of lunch time clubs. For a comprehensive guide, please refer to the Co-Curricular information book. Further details about the schedule are available on the Parent Portal at the start of each Term. Below are some highlights of the Co-Curricular Program offered at the School.

### Debating

Students have the opportunity to participate in the Debating Association of Victoria (DAV) Senior Competition. In this competition, which involves hundreds of schools across Victoria, students debate against other often high-flying students from other schools. Each evening the students debate, they receive individual and team-directed feedback from the trained DAV adjudicators. The debates are held off-campus, and parents often listen to the debates. Participation by students is a wonderful opportunity for the students to develop intellectual and emotional resilience, flexibility and courage.

### Leadership Opportunities

Student leadership, activism and voice are promoted. Each year level elects two students to serve on Kol Echad (One Voice - Student Action Committee), which provides a forum for raising concerns, sharing ideas and organising social justice and fund-raising projects.

All Year 10 students participate in Derech, in which leadership capacity is developed through explicit training and opportunities to facilitate sessions with younger students

### Outdoor Education

The King David School operates Outdoor Educational activities from Years 3-11. Outdoor education is an experiential learning in the outdoors that also encompasses skills from the formal studies of Mathematics, Science, Humanities and Jewish Studies. Students are given the opportunity to participate in a range of activities located in the outdoor environment. During their schooling, students will participate in activities from ropes courses, hiking, climbing, water based activities, use of tents and cooking in a bush setting. An important aspect of the School's outdoor education philosophy is to encompass the Indigenous Australians view of the land and animals.

As well as specific skills, the Outdoor Education activities are designed to challenge students on a personal and a group level. Students look at how to negotiate to achieve the best result, what is a safe level of risk, how to work best as an individual and as a team, how to lead others in challenging situations, and develop skills that they will be able to utilise throughout their lifetime.

### Performing Arts

#### Ensemble Program

All students are invited to be part of Ensemble and Choir programs. Each year, students participate in a broad range of concerts and events. All Years 6 -12 students who take individual instrumental lessons are required to take part in an ensemble after their first year of lessons. This provides them with regular opportunities to play with other musicians and to refine the skills that playing within a group provides. Full details are to be found in the Co-Curricular Handbook.

#### Instrumental Music Lessons

Private Instrumental music lessons for a variety of instruments are available. For further information please refer to the Co-Curricular Handbook.

#### Senior Musical

Any student may participate in the Senior Musical. Lead roles are auditioned (please refer to audition conditions in the Co-Curricular Handbook). Chorus roles are non-auditioned.

## **Robotics**

Students with a strong interest in Science, participate in the Macquarie University led FIRST programs. For Inspiration and Recognition of Science and Technology (FIRST) is a worldwide organization which aims to inspire and recognize student achievement and interest in science and technology. Students can also participate in a lunch time program called MERIT (Making, Engineering, Robotics and Innovative Technologies).

## **Sport**

### **Inter-School Sports**

Sport is a very important part of all adolescent development. It provides students with increased fitness, a focus on health, team skills and sportsmanship. Years 9 and 10 compete in the Eastern Independent Schools Melbourne (EISM) competition. Our students compete with students from Bialik College, Oxley College, Huntingtower, Alphington Grammar School, Nunawading Christian College, Plenty Valley Christian College, Donvale Christian College, Lilydale Advantist Academy, Oakleigh Grammar, Kingswood, Knox College, Billanock, Mt Scopus College, Emmaus College and Luther College. There is a wide range of sports offered each week as well as through various one day competitions. Beyond these regular competitions the School also competes in the Victorian Jewish Schools Sports Association. There is also a series of other competitions which are advertised from time to time to give students even further opportunities in this area.

### **Great Victorian Bike Ride**

The King David School enters a team into the GVBR. Students from Years 6-9 participate. Training is held in Semester 2 on Sundays prior to the event. Further details will be provided to interested students.

### **Before School Sports Training**

Our coaches provide sports training at Magid Campus on Tuesdays and Friday mornings from 7.30am. As per the parent portal sport offerings change every term.

### **Snow Sports**

The King David School provides a range of opportunities for students to compete and participate socially in Snow Sports. Each year the school participates in the ABL Jewish Inter-School Snow Sports Competition at Mt Buller, which is supported by our voluntary Ski Camp.

# Year 9 Program

## Introduction

The core curriculum in Year 9 continues to develop and extend the skills and knowledge base that students will need in order to succeed as they move into the Senior years. 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 Nitzan Program.

Electives are generally organised as semester-long units.

It is important to understand, that while the School endeavours to ensure each student is able to pursue their elective choices, this is not possible in all cases, as the constraints of blocking subjects against each other may limit some possibilities or due to lack of numbers.

## Curriculum Overview

<b>Core Subjects</b>	
English	
History	
Jewish Studies	
Mathematics	
Science	
Sport	
<b>Elective Subjects</b>	
Archaeology	Semester 1 or 2 or both
Art	Semester 1 or 2 or both
Business Studies	Semester 1 or 2 or both
Drama	Semester 1 or 2 or both
Fighting Fake News	Semester 1 or 2 or both
Forensics	Repeated: Semester 1 or 2
French	Continuous subject
Geography	Semester 1 or 2 or both
Hebrew Aleph	Continuous subject
Hebrew Bet	Semester 1 or 2 or both
History of Sport	Semester 1 or 2 or both
Information Technology	Semester 1 or 2 or both
Literature	Repeated: Semester 1 or 2
Media: Photography, Magazine and Video	Semester 1 or 2 or both
Media: Radio and Podcast Production	Repeated: Semester 1 or 2
Classroom Music	Semester 1 or 2 or both
Philosophy (Ethics)	Semester 1 or 2 or both
Sport Science	Semester 1 or 2 or both
Visual Communication Design	Semester 1 or 2 or both

- **Continuous subject:** satisfactory completing Semester One is a prerequisite 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 Special Programs

# Nitzan Program

Students in Year 9 are at a pivotal moment in their development. It is at this age that they begin to ask the questions “Who am I? Who do I want to be? How do others perceive me?” It is a period when young adults are tentatively developing a sense of self, are beginning to explore how they fit into the world around them, and start to question the status quo.

The School has developed a full day program specifically designed to support and challenge our Year 9 cohort on their journey of self-discovery. Called “Nitzan”, the program is dedicated to growing our students in a way that supports healthy living beyond school. Nitzan gives our adolescents ownership over their learning, empowering them to build skills for their future through a variety of vibrant, dynamic and practical learning opportunities. Students will wear their Nitzan T-Shirt and casual clothes every Wednesday to further emphasise that Nitzan is special and to create a sense of belonging.

At the start of every Wednesday, the Year 9 students begin their day with exercise in the Kick Start program students participate in a range of physical and mindful activities (yoga, meditation, running and personal training) designed to centre and ground them as well as stimulate blood flow to the brain, good for learning and stress management. This is followed by a shared breakfast prepared by the cohort and time to connect with their peers.

Each term has a theme which is developed through activities, excursions and peak experiences. The model follows the School’s understanding of educational neuroscience combining Project Based Learning (PBL) and Design Thinking (DT) and is supported by content from our Wellbeing curriculum.

## Term 1 - Life hacks

Term 1 is about life beyond the classroom and the focus is on practical skills to help them enter the adult world. They will achieve accreditation in CPR, Barista Basics and Food Handling. Students will also learn how to write their own CV, have an introduction into the fundamentals of finance as well as develop a deeper understanding of their character strengths and communication styles.

In our PBL unit, students will learn handy house hold skills such as sewing a button, changing a tyre or a washer in a tap. They will learn about basic mechanics (bicycles and automobiles) as well as carpentry and landscaping.

## Term 2 - Ethics, rights and responsibility

We begin this term with a brief look at our systems of governance and justice. Then we take a deep dive into social action by asking, what is the most effective way to change the world?

Students will be exposed to a variety of issues affecting the world today. They will be encouraged to find out what they are passionate about and will be inspired by the array of entertaining and thought provoking activists all shining a light on their issue using a different modality including written word, spoken word, visual art, performance arts, film and in social media.

## Term 3 - Tikkun Olam

This term our students are encouraged to explore the notion of giving back. They will hear from a range of philanthropic institutions about the work they do and the impact it has on the community. Part healing the world, part work experience, our students will commit to volunteering at one of these organisations weekly.

## Term 4 - Multicultural Melbourne

This term, our students will be exploring Melbourne - visiting prominent landmarks and visiting with various communities of people who have made Melbourne their home. They will see the sights, enjoy the smells and sample the food of multicultural Melbourne. They will then create a multicultural feast which they will cook and share as a Year 9 community.

# 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. Grammar, spelling, punctuation and comprehension are further consolidated and developed through the use of the online program, Education Perfect, although overall about half the course is completed by hand.

### Content

English is organised into three key areas:

#### Literature

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

#### Language

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

#### Literacy

Students demonstrate their ability to interpret and respond to a range of written stimuli, analysing meaning and style.

### Assessment

Students in Year 9 must demonstrate key performance indicators as outlined by the Victorian 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
- Examination

## Year 9 History

### Introduction

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought, as well as an era of nationalism and imperialism. The colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 (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 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 is organised into an overview and three key areas:

#### Overview

An overview of pre-industrial Europe, focusing on the nature and significance of the Industrial Revolution and the effects of that on communities.

- An overview of pre-industrial Europe, focusing on the nature and significance of the Industrial Revolution and the effects of that on communities
- The movement of peoples in that period, focusing on dispersion
- European imperial expansion, including in the Asian region
- The emergence of new political ideas, including Nationalism and its impacts

#### In-depth study 1: Making a better world – Industrial Revolution (1750 – 1914)

Students will study the development of the Industrial Revolution in Britain and the growth of technology; the global impact of the Industrial Revolution, in particular its effects on people’s lives, including Australia.

#### In-depth study 2: Australia and Asia - Making a nation up to 1914

Students will study some of the key individuals and families who had a significant contribution to the making of the Australian nation; the extension of settlement; 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.

#### In-depth study 3: 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 on Gallipoli and the Western Front; 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.

### 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
- Examination

## Year 9 Jewish Studies

The Jewish Studies curriculum comprises four major areas: Jewish History, Jewish Texts, Jewish Living (practices, ethics) and Israel (Land, Nation and People), while always acknowledging the Chagim (Jewish Holy days). Each term, the students focus on one primary area, while ensuring that all aspects are explored.

### Description

Students will study the following courses: Text study of King David and Jewish ethics; Comparative religions; History of antisemitism into the Modern World, including the emergence of denominations and Zionism.

### Objectives

Students will:

- Develop a deep understanding of King David as a figure
- Gain insight into Jewish ethics and how they can be applied
- Learn about and from other religious traditions
- Consider the persistence of antisemitism and its impact on Jewish History
- Investigate changes to Judaism and the Jewish world in the modern era and their ongoing impact
- Consider the perspective the major denominations of Judaism historically and in a contemporary context
- Articulate multiple Zionist ideologies

### Content

- Text study of King David based on sources from the Tanach
- Key beliefs, leaders, practices and insights of Judaism, Christianity and Islam
- Origins and manifestations of antisemitism over time
- Historical overview of context of Modernity in Eastern and Western Europe
- Key thinkers and ideas of each denomination
- The impact of nationalism, and the Dreyfus affair upon Zionism
- Ideologies of political, cultural, religious and revisionist Zionism

### Assessment

- Workbook activities
- Research tasks
- Presentations

Year 9 students also participate in an Israel seminar in which Israel education and engagement in Jewish life, concepts and practice are facilitated in an experiential manner.

## Year 9 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. 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
- Examination

## Year 9 Science

### Objectives

The Year 9 Science curriculum aims to ensure that students develop:

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science

### Content

Students investigate electrical energy and how electrical circuits can be designed for diverse purposes. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. Students will also examine how the theory of plate tectonics explains global patterns of geological activity and continental movement. Students explore how similarities in the chemical behaviour of elements and their compounds and their atomic structure are represented in the way the Periodic Table has been constructed. They use atomic symbols and chemical equations to summarise chemical reactions. Students will explore natural radioactivity in terms of atoms and energy change.

### Assessment

- Research assignments
- Topic tests
- Oral presentations
- Class work and homework exercises
- Laboratory skills
- Practical reports
- Examination

# Description of Year 9 Elective Units

## Year 9 Archeology - To Dig or Not to Dig?

### Semester 1 or 2 or both

#### Objectives

Understanding the nature of sources is critical for overall Historical understanding. Over the years, Archaeology developed as a discipline to investigate whether what is found in the ground validates the written sources. The scientific perspectives it can offer historians and History is such that it is an invaluable discipline through which to investigate the past. This would give new perspectives on the prior learning of students in Humanities, Jewish Studies and draw together select parts of Science.

#### Content

- What is Archaeology?
- How has Archaeology developed as a discipline over the years?
- What is an object according to Archaeology?
- Which other disciplines assist Archaeologists?
- What are the problems with archaeology?
- What is the History of the World according to Archaeology?
- Which insights can Archaeology give on the TaNaKH?
- How is Archaeology a truth narrative?
- What role does theory have in Archaeology?
- How can Computer Assisted Design, Virtual Reality and IT assist Archaeology?
- Case Study 1: Evidence of the Symbolic & Neolithic Revolutions
- Case Study 2: The Invention of Writing; The Sumerian Empire
- Case study 3: Archaeology and politics

#### Assessment

- Research assignments
- Case study reports
- Tests
- Examination

## **Year 9 Art**

### **Semester 1 or 2 or both 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
- Other Art forms as prescribed by the teacher

### **Assessment**

- Written assignments
- 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 two units of Art or 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 skills listed below:

- Analysing political cartoons
- Preparing a written critical evaluation of information and ideas
- Analysing different points of view

#### **Content**

- Living in a democracy
- Australia's political system
- Political parties and policy development
- Election time
- The influence of social media
- Counting the votes
- Understanding laws and why we need them
- How laws are made
- Australia's legal system
- Types of legal disputes
- Court jurisdictions
- The role of the courts

#### **Assessment**

- Research assignments
- Case study reports
- Tests
- Examination

## **Year 9 Business Studies**

### **Semester 2: The workplace, economics and business**

#### **Objectives**

Students examine many aspects and issues that are included in the workplace, the economy and business. The workplace, the economy and business are investigated and used to develop skills listed below:

- Searching for relevant and reliable information online
- Applying business knowledge, skills and concepts to new situations
- Formulating questions about an economic issue
- Preparing an infographic
- Planning and conducting a small business venture at school
- Being innovative in business

#### **Content**

- The workplace
- The constantly changing world of work
- Enterprising skills in the workplace
- Roles and responsibilities of employers and employees
- Protecting workers from discrimination in the workplace
- Protecting workers from bullying and unfair dismissal

#### **Economics**

- Measuring growth in the Australian economy – GDP
- Measuring price changes in the Australian economy – inflation
- Measuring participation in the Australian economy – the unemployment rate
- Australia's economic scorecard

#### **Business**

- Gaining a competitive advantage
- Innovation in business

#### **Assessment**

- Research assignments
- Case study reports
- Tests
- Examination

## **Year 9 Drama**

### **Semester 1 or 2 or both**

#### **Objectives**

Students will:

- Explore a range of play-making techniques, focusing on the exploration of characterisation: the ability to develop a three-dimensional character
- Make directional decisions to enhance performances through applications of various theatrical styles, narration, movement, sound, tension and focus
- Explore dramatic scripts from a range of cultures as a means for creating performance
- Develop expressive skills including movement, voice and gesture to enhance characterisation and communicate intentions to an audience
- 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 analyse and/or evaluate a performance presented by an outside group
- Present a full-length scripted dramatic performance, applying areas of stagecraft. This performance is to be presented to a group other than the class group

#### **Content**

- Character development techniques
- Staging and blocking conventions
- Dramatic storytelling techniques
- The rehearsal process
- Analysis and evaluation of performance(s)
- **The creation of a full-length production**

#### **Assessment**

- Expressive skills and character development
- Collaboration to devise dramatic works
- Performance skills
- Written Performance Analysis/Evaluation
- Dramatic Production
- Examination

## **Year 9 Fighting Fake News**

### **Semester 1 or 2 or both**

#### **Objectives**

The purpose of this subject is to address the dangers associated with “fake news”, as well as the challenges posed by the attack on the concept of objective data and the undermining of society’s ability to engage in rational discourse based upon shared fact. Students will investigate and analyse global and domestic issues through a range of media, and research and evaluate the real story. This will allow them to build their critical thinking skills while developing political literacy and understanding bias through connecting current and past events. Topics will range from Adani, Trump and Me Too. The examples will be drawn from the interests of the students and what is contemporary at the time of the course.

#### **Content**

- Definition and variations of fake news
- Need for news media literacy
- The information cycle of fake news
- Identifying and dealing with fake news
- Credible sources and organizations, including libraries
- The history of fake news
- Civic engagement

#### **Assessment**

- Case study analysis
- Practical activities
- Creating website/podcast
- Research and oral presentation
- Semester examination

## **Year 9 Forensics**

### **Repeated Semester 1 or 2**

#### **Objectives**

- Develop knowledge and skills central to biological, earth and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world.
- Develop and use skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions.
- Develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection.
- Communicate scientific understanding in appropriate language to a range of audiences.

#### **Content**

- What is Forensics?
- Courts of Law/Branches and fields of Forensics
- History of Forensics
- Crime Scene procedures
- Pieces of evidence/scientific method
- CSI application

#### **Assessment**

- Case study analysis of a crime
- Observational/ memory Challenges
- Practical activities
- Research and ICT oral presentation (Forensic field project)
- Quizzes and Tests
- Designing and performing controlled experiments (Brain autopsy)
- CSI Challenge activity (20 %)
- Semester examination (40%)

## **Year 9 French**

### **Continuous subject: Semester 1 and Semester 2**

#### **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
- Transport
- My house
- **Buying cloths**

#### **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
- 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 1 or 2 or both**

#### **Objectives**

This course looks at natural and human geography.

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**

- Geospatial skills
- The earth biomes, countries and capitals
- Case Study -Threats to coral reefs
- Coastal management - a coast in trouble
- Tourism and COVID -19

#### **Assessment**

- Major research assignment and short answer tests
- Oral presentations
- Field trips
- Extended text responses
- Book / Class work
- Document work
- Examination

# Hebrew Aleph

## Continuous subject: Semester 1 & Semester 2

### Objectives

This 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 a variety of 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

### Prerequisites

Entry into Hebrew is dependent upon achieving a B grade or above in the Hebrew placement test or Year 8 overall unit grade.

### Content

The content in 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

- Listening comprehension
- Oral Presentations
- Writing tasks
- Cultural knowledge and understanding tasks
- Reading comprehension
- Examination

Satisfactory completion of Hebrew Aleph in Semester 1 is a prerequisite for studying Hebrew in Semester 2. Students intending to continue Hebrew in Year 10 VCE 1 & 2 must undertake two units of Hebrew in Year 9, while those going on to VET 2 & 3 must undertake at least one unit.

## **Hebrew Bet**

### **Semester 1 or Semester 2 or both**

#### **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 a variety of 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.

#### **Prerequisites**

Entry into the Year 9 Hebrew Bet course is dependent upon achieving a C grade or above in the Year 8 unit grade or a Hebrew placement test.

#### **Content**

The content in Hebrew Bet is drawn from VET Applied Languages Hebrew Certificate II and Certificate III courses. Pathway to Hebrew VET focuses on two main themes: communication for social purposes and workplace related topics. 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 life in Israel and general world knowledge. 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**

- Role plays and dialogues
- Listening comprehension
- Cultural knowledge and understanding tasks
- Writing tasks
- Reading comprehension
- Examination

*In order to be eligible for VET Hebrew in Year 10, students in Year 9 must have completed at least one semester of Hebrew Aleph or Hebrew Bet satisfactorily. Completion of two semesters of Hebrew is highly desirable. In certain circumstances, students may be eligible to enter Year 10 VET Hebrew without completing Hebrew in Year 9, but this decision will be made by the Learning Area Leader of Hebrew in conjunction with the Vice-Principal of Teaching and Learning.*

## **Year 9 History of Sport**

### **Semester 1 or 2 or both**

#### **Objectives**

This elective investigates a range of influential moments and figures in the history of sport and analyses the impact they had not just on the sporting community but on broader society. Through the study of these people and events, you'll learn about different cultures and time periods, and engage key historical thinking concepts of continuity and change, and cause and consequence.

#### **Content**

Topics include: 'Trailblazers' (Jesse Owens, Jackie Robinson, Billie Jean King), 'Controversies' (Lance Armstrong, The Chicago 'Black Sox'), 'Triumphs' (The Miracle on Ice, The 1995 Rugby World Cup), and 'Disasters' (The 1972 Olympic Massacre, OJ Simpson).

#### **Assessment**

- Research assignment and short answer tests
- Oral presentations
- Document work
- Examination

## **Year 9 Information Technology**

### **Semester 1 or 2 or both**

#### **Semester 1: Data, Innovation and Automation (technology)**

In this subject students gain an insight into the most valuable commodity of the 21st century: Data. Students learn how Python programs can store data in various formats and display it in colourful graphs and charts. During Term 1, students will develop their capabilities in Python coding and apply those to a project based on data gathering and data analysis. This could involve chatbots that generate predictions based on information gathered from a user or programs that analyse books and newspaper articles. During Term 2, students will learn the foundations of programming robots through a platform called Arduino. They will apply this knowledge to create robotic solutions with a focus upon autonomous (driverless) cars and also consider the ethical, financial and technical aspects of their use.

#### **Semester 2: Networks, Security and the Internet of Things (technology)**

In this subject students learn about the key technologies that keep the world connected: networking, data encryption and data transmission. Students set up a computer network from scratch: they install operating systems on the Raspberry Pi computers, install applications onto the computers using the command prompt, set up networking through TCP/IP protocols and when it is all done they will be able to enjoy the wonders of LAN gaming. Students will learn more about the radio technology that transmits their data, they will find out how data is encoded into binary, how it is encrypted and how it is received and decrypted by their mobile phones and computers. Students will also have the opportunity to create their own radio applications using Python and the BBC micro:bit. Some examples of these include Internet Of Things (IoT) Alarm Systems, Wireless exercise trackers and movement based games

## **Year 9 Literature: The Wonderful World of the Written Word**

### **Repeated: Semester 1 or 2**

#### **Objectives**

This elective opens up the world of literature and it follows on from the Literature elective in Year 8. In this semester length course, students are introduced to a series of lyrics, poems, plays and short stories, each of which convey powerful messages in powerful ways.

#### **Content**

Study of the play, Twelve Angry Men, an anthology of short stories and the film, The Truman Show form the basis of the content of this elective.

#### **Assessment**

- Discussion
- Creative responses
- Examination

## **Year 9 Media: Photography, Magazine and Video**

### **Semester 1 or 2 or both**

#### **Semester 1: Photography and Magazine analysis and production**

This unit is designed to give an introductory understanding of mass media (newspapers, magazines, photography and social media) and will allow students to gain an insight into the way these industries operate, how media artists create their work using materials and techniques, and how audiences interact with this range of media forms. Students will also be introduced to a broad range of media production skills, while also being exposed to the area of media product analysis. This will be primarily through the study of photography and magazine video, with students learning how to analyse meaning within these visual media forms as well as produce and demonstrate skill in both areas. This course will enable them to exercise creative practical work whilst understanding limitations such as audience, deadlines and facility constraints. Students consider the role and influence of these media in their daily lives.

#### **Content**

- Analysis of media products such as newspapers, photography, magazines
- Experiencing some of the roles required in a photography and magazine production environment
- The concept of photography and magazine mass media, and its historical and social significance in the lives of audiences.
- Production planning and design
- Creative thinking and production skills for photography and magazine
- Students will begin to create their own Print, Audio/audio visual/ photographic products for release in the media

#### **Assessment**

- Research projects
- Assignment folio consisting of a range of media production skills tasks
- Media analysis tasks
- Examination

#### **Semester 2: Video production and analysis**

This unit will introduce students to the concept of video and film as media forms. Students will analyse the history and contemporary development of film and television from traditional production to film/TV streaming, the role and significance of video and film as a tool that is part of society's fabric, the ways in which video and film are constructed with materials and techniques to communicate ideas and knowledge, the individual styles of various video artists, and production skills involved in making your own video products, including narratives and TV news studio production.

#### **Content:**

- Analysis of media products such as films and television series
- Experiencing some of the roles required in a video and television media production environment
- The concept of film and television mass media, and its historical and social significance in the lives of audiences.
- Designing, editing, presenting and reflecting on current Media productions and those they have produced
- Production planning and story-boarding
- Creative thinking and production skills for film and television
- Students will begin to create their own Audio/audio visual products for release in the media.

#### **Assessment**

- Research projects
- Assignment folio consisting of a range of media production skills tasks (television and video)
- Media analysis tasks
- Examination

## **Year 9 Media: Radio and Podcast Production**

### **Repeated Semester 1 or 2**

#### **Objectives**

- To introduce students to radio as mass communication
- To develop skills in radio production – as public speakers, as crew, as producers, and broadcast journalists
- To understand the history of radio production in Australia – from its inception until the advent of digital and online radio.
- To allow students to see the relationship between radio as a media form, and its effect on audience behaviour, knowledge and thoughts in society and the development of information.
- To increase skills in storytelling through aural means – story conceptualisation for podcasts, digital recording skills, interview skills, writing scripts.

#### **Content**

- Analysis of the role and structure of radio and podcasting as a mass media form - from a historical, contemporary, commercial and independent media perspective
- The ways in which radio programming for commercial and independent media is constructed from pre production to post production, and the institutional and cultural decisions that go into this construction
- Skills in using audio software, sound mixing and microphones to develop a radio broadcast and podcast across a range of genres and categories
- Skills in writing and speaking for radio and podcasting - news bulletins, on air programming, interviewing skills, broadcast journalism
- An understanding of target audience as a focus point for the creation of radio and podcast programming

#### **Assessment**

- Production of radio segments for a designated commercial or independent radio station
- Research project into the history, structure, audience and style of a contemporary radio station
- Production of a podcast - as a standalone product

## **Year 9 Classroom Music**

### **Semester 1 or 2 or both**

#### **Objectives**

Students will:

- Develop aural and musicianship proficiencies
- Undertake systematic training in rhythm and pitch solfa
- Analyse key elements of music in specially chosen repertoire
- Apply those elements in composition projects
- Be introduced to the key skills required for VCE Music

#### **Content**

- Each semester will cover sixteen different musical works as listening examples
- Ongoing work in Melinda Ceresoli's 'VCE Music Language Essentials – a preparatory text for VCE Music Performance
- Pitch solfa in '333 Exercises' (Kodaly), 'Rhythm Reading' (Kazez) and 'Sheim Te'hilato' (Yee)
- Performance classes utilising students' own instrumental disciplines
- Exploration of musical taxonomy

#### **Assessment**

- Listening test
- Assessment Soirée
- Solfa skills
- Aural/theory/analysis
- Composition and improvisation exercises
- Examination

*Students intending to continue Music in Year 10 are encouraged to undertake two units of Music in Year 9.*

## **Year 9 Philosophy (Would I Lie To You? A Course in Ethics)**

### **Semester 1 or 2 or both**

#### **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 for, and draw attention to, what appear to be inconsistencies in their ways of thinking.

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 and creative thinking and gain knowledge in the work of established philosophers.

#### **Content**

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.

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**

- Document analysis
- Personal reflections
- Research project
- Essays
- Examination

## **Year 9 Sport Science**

### **Semester 1 or 2**

#### **Objectives**

This study is designed to enable students to:

- Develop the skills to construct and carry out a fitness program
- Investigate the components of fitness including strength and flexibility
- Develop the ability to identify muscles and bones and other parts of the musculoskeletal system
- Develop an understanding of muscle physiology
- Understand the fitness components, flexibility and strength and develop the ability to apply this knowledge to a fitness program

#### **Content**

- Muscle physiology and anatomy
- Strength and flexibility fitness program
- Principles of training
- Methods of training
- Fitness programs

#### **Assessment**

- Practical tasks
- Laboratory Reports, Data, Video & Media Analyses, Reports, Research Tasks,
- Tests
- Examination

## **Year 9 Visual Communication Design**

### **Semester 1 or 2 or both**

#### **Objectives**

The purpose of this unit is to introduce students to the fundamentals of Visual Communication Design. This unit explores the ways in which designers across a number of design fields and vocations use the design process to develop their ideas, solve problems and communicate these solutions using visual language. In responding to a number of practical design briefs, students develop proficiency in using a range of manual and digital materials, methods and media, applying design elements and principles and thinking critically and creatively in the pursuit of design solutions. Over the course of the semester students will engage with real world problems ranging from Architecture to Graphic and Industrial Design, explore the practice of key figures in the history of Australian design and practice practical arts skills both by hand and digitally.

#### **Content**

- An exploration of design theory, including: the design process, design terminology and design elements and principles
- Analysis of the practice of contemporary designers and historical design movements.
- Observational drawing and perspective drawing - what are they, how do we use them and how can they improve our practice as designers?
- Hands on development of solutions to design projects across a range of design fields (for example: redesigning kitchen implements to serve a variety of different target audiences, designing a set of handmade postcards inspired by Melbourne landmarks and more)

#### **Assessment**

- Folio of practical work
- Visual Diary
- Examination

# Year 10 Program

## Introduction

The Year 10 Program is designed to allow students to build on the skills developed during Year 9 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, History, Jewish Studies and Sport as well as choosing units from an exciting array of elective offerings. Electives are organised as semester-long units.

## Curriculum Overview

<b>Core Subjects</b>	
English	
History	
Jewish Studies	
Mathematics	
Science	
Sport	
<b>Elective Subjects</b>	
Applied Computing - VCE Unit 1	Semester 1
Applied Computing - VCE Unit 2	Semester 2
Art	Semester 1 or 2 or both
Business Management – VCE Unit 1	Semester 1
Business Management – VCE Unit 2	Semester 2
Drama	Semester 1 or 2 or both
Design Technology	Semester 1 or 2 or both
French	Continuous subject
Geography – VCE Unit 1	Semester 1
Geography – VCE Unit 2	Semester 2
Geopolitics - 10 Maps that Explain the World	Semester 1 or 2 or both
Health & Human Development – VCE Unit 1	Semester 1
Health & Human Development – VCE Unit 2	Semester 2
Hebrew – VCE Unit 1	Semester 1
Hebrew – VCE Unit 2	Semester 2
Hebrew VET (Certificate II in Applied Languages) – Unit 1	Semester 1
Hebrew VET (Certificate II in Applied Languages) – Unit 2	Semester 2

History of Deviance, Crime, and Punishment	Semester 1 or 2 or both
Literature	Semester 1 or 2 or both
Mathematical Methods – VCE Unit 1	Semester 1
Mathematical Methods – VCE Unit 2	Semester 2
Media	Semester 1 or 2 or both
Classroom Music	Semester 1 or 2 or both
Physical Education – VCE Unit 1	Semester 1
Physical Education – VCE Unit 2	Semester 2
Philosophy	Semester 1 or 2 or both
Psychology – VCE Unit 1	Semester 1
Psychology – VCE Unit 2	Semester 2
Religion and Society– VCE Unit 1	Semester 1
Religion and Society– VCE Unit 2	Semester 2
Shoah through Film	Semester 1 or 2 or both
The Science of Elite Performance	Semester 1 or 2 or both
Visual Communication Design	Semester 1 or 2 or both

- **Continuous subject:** satisfactory completing Semester One is a prerequisite 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 or 2 both:** each semester has a different focus and can be taken as a stand alone subject or as a sequence

The choice of electives at Year 10 is an important decision and should be decided by consulting the subject advice in this Handbook and by consideration of whether a sequence of semester units is required as a prerequisite 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 prerequisites for further courses of study the School will make every effort to provide access.

# Core subjects for Year 10

## Year 10 English

### 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 undertake an advanced examination of the ways in which language communicates on a number of levels: to persuade, entertain, inform and examine. Students engage with the close analysis of quality literature and film while developing their ability to analyse persuasive texts to interpret rhetorical meaning. A special focus is also given to spoken English and its employment as a persuasive and didactic tool.

### Content

English is organised into three key areas:

#### Literature

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

#### Language

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

#### Literacy

Students demonstrate their ability to interpret and respond to a range of written stimuli across a range of media. They 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 Victorian 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

## Year 10 History

### Introduction

The Year 10 curriculum provides a study of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. 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, in particular with reference to World War II.

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 is organised into an overview and three in-depth 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
- 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 freedoms in the world and the achievement of independence by former colonies
- The nature of the Cold War and Australia's involvement in it and in 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

#### In-depth study 1: World War II (1939-45)

Students will study about : the causes and course of World War II; the scale and significance of the Holocaust; significant events of World War II, including developments in technology and the involvement of and effects in Australia; the experiences of Australians during World War II (such as prisoners of war and 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, the use of wartime governmental controls and the significance of its impact on Australia's international relationships.

#### In-depth study 2: Migration experiences (1945-present)

Students will study about: post war organisations; the waves of post war migration to Australia; the impact of changing government policies on Australia's migration patterns, including those which opened the door to European migration; the impact of a world event or development and its significance for Australia; the contribution of migration to Australia's changing identity as a nation and to its international relationships.

#### In-depth study 3: Rights and freedoms (1945-present)

Students will study about the origins and significance of the Universal Declaration of Human Rights, including Australia's role in its development; 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 movement of Aboriginal and Torres Strait Islander peoples, including the advocacy of Ron Castan and the Mabo decision and the 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.

### 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
- Examination

## Year 10 Jewish Studies

The Jewish Studies curriculum comprises four major areas: Jewish History, Jewish Texts, Jewish Living and Israel (Land, Nation and People), while always acknowledging the Chagim (Jewish Holy days). Each term, the students focus on one primary area, while ensuring that all aspects are explored.

### Description

The students will study the following courses: The world that was; Shoah (Holocaust); emergence of the State of Israel and modern statehood; Jewish identity.

### Objectives

Students will:

- Develop an understanding of the causes of the Shoah, its stages and legacy in Jewish and world history, through broad study of the history, combined with a focus on personal and communal stories.
- Examine the critical stages in the development of the State of Israel, including the impact of the Shoah, and the successes and challenges it faces in implementing its vision.
- Appreciate the complexities of peace and strategic relations in the Middle East, including being the only democracy and Jewish state in the region.
- Explore and develop identity in relation to themselves, the school community, Australian society and the Jewish world, with a specific focus on Israel

### Content

- Examination of Jewish worlds that existed in Eastern and Western Europe between the two world wars
- Historical forces that contributed to the Shoah, including the intentionalist v functionalist debates
- Stories of communities, victims and survivors, including the 'choiceless choices' they faced. Wiesel's account in Night is studied
- Resistance, rescue and the righteous
- Timeline of the emergence of the state of Israel, with examination of critical dates in a geographical and political context.
- Explore the geo-political landscape of the Middle East, and how that influences Israeli-Arab relations
- The transitioning from pre-modern, to modern to post-modern modes of identification

### Assessment

- Workbook activities
- Research tasks
- Presentations
- Examinations

Year 10 students participate in Mifgash for an hour per week, in which engagement in Jewish life, concepts and practice is facilitated in an experiential manner. There is also a dedicated training in Hadracha (leadership) to equip students to take on leadership roles in the school, with an emphasis on Jewish Life. Participation in Yesh, the School's four-week Israel trip, is a culmination of the formal and experiential learning program.

## **Year 10 Mathematics**

### **Objectives**

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

- Ability to apply basic numeracy skills including directed numbers
- Understanding of different forms of measurement in one, two and three dimensions and application to real life situations
- Efficient use of algebra in real life problem solving activities
- Introduction of further algebraic skills
- Collection and analysis of data
- Understanding of the properties related to geometric shapes
- Use of estimation to check feasibility and reasonableness of solutions
- Efficient use of calculators as an aid to solving problems. At Year 10 the TI-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.

### **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
- Examination

## **Year 10 Science**

### **Objectives**

The Year 10 Science curriculum aims to ensure that students develop:

- An interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods
- An ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- An ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science

### **Content**

Students examine the role of DNA and genes in cell division and genetic inheritance and are introduced to the concepts of natural selection and evolution. They will evaluate evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. Students learn to give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They will investigate different types of energy and energy transformations. Students will compare the properties of a range of chemical elements and explore the concepts of conservation of matter and energy. They will gain an understanding of the importance of carbon in organic chemistry and will investigate how different factors influence the rate of reactions.

### **Assessment**

- Research assignments
- Topic tests
- Oral presentations
- Class work and homework exercises
- Laboratory skills
- Practical reports
- Examination
- Continuous subject: satisfactory completing Semester One is a prerequisite to study Semester Two

# Description of Year 10 Elective Units

## VCE Applied Computing

### Unit 1, Semester 1

#### Aims:

This study enables students to:

- understand how digital systems and solutions can be used by individuals and organisations
- develop an understanding of the roles and applications of cybersecurity, data analytics and programming
- apply the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities
- apply project management techniques to assist with the development of digital solutions
- develop an informed perspective on current and emerging digital technologies and disseminate findings
- identify and evaluate innovative and emerging opportunities for digital solutions and technologies
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills.

#### Unit 1: Applied computing

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

##### Area of study 1: Data analysis

Students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Students examine the features of different design tools to represent the functionality and appearance of software solutions.

##### Area of study 2: Programming

Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology. Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

#### Assessment

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

# VCE Applied Computing

## Unit 2, Semester 2

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

### Area of study 1: Innovative solutions

Students work collaboratively to develop an innovative solution to an identified need or opportunity. Students choose one of the following topics to explore in greater detail:

- artificial intelligence, machine learning or neural networks
- assistive and wearable technologies or Internet of Things (IoT)
- creating with digital systems such as drones, microcontrollers, nanosatellites and robotic devices
- games development, multimedia programming or web authoring
- mixed realities such as augmented and virtual reality
- investigation/research project on innovative uses for emerging technologies such as blockchain

### Area of study 2: Network security

Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network.

Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

## Assessment

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

## **Year 10 Art**

### **Semester 1 or 2 or both**

#### **Objectives**

The unit is divided into two subject areas:

##### **A — Art making**

Students make and present artwork 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 responding**

Students are introduced to the process of analysing and interpreting art works of the Twentieth Century.

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 making**

- Drawing
- Painting
- Printmaking
- Sculpture
- Mixed media

##### **B — Art responding**

- Introduction to the elements & theory of art
- Modern and contemporary art history
- Selected study of Art styles and artists relevant to the student's art practice

#### **Assessment**

- Folio of set tasks in the practical area
- Visual diary to record the processes undertaken for each work of art
- Art Analysis Worksheets
- Essay
- Examination
- Two major artworks

*It is recommended that students intending to continue Art in Year 11 undertake two units of Art in Year 10.*

# VCE Business Management

## Unit 1 Semester 1: Planning a business

### Aims

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments within which businesses operate
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

### Areas of study

#### *Area of study 1: The business idea*

In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

#### *Area of study 2: External environment*

The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment and the effects these may have on the decisions made when planning a business.

#### *Area of Study 3: Internal environment*

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business..

### 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%

# VCE Business Management

## Unit 2 Semester 2: Establishing a business

### Objectives

This study is designed to enable students to:

### Content

#### Areas of study

##### *Area of study 1 Legal requirements and financial considerations*

It is essential to deal with legal and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business.

##### *Area of study 2 Marketing a business*

Establishing a strong customer base for a business is an important component of success. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

##### *Area of study 3 Staffing a business*

Staff are one of the business's greatest assets and are an important consideration when establishing a business. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business

### 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 Design Technology**

### **Semester 1 or 2 or both**

#### **Semester 1 (Robots and Smart Cities)**

##### **Objectives**

In this subject, students will learn how to follow an engineering design process to build and test robotic prototypes that have the capacity for radio communication. Students will design and build a micro-controller based drone using 3D printers, power tools, laser cutters and soldered components. The drone will go through several prototype stages to optimise its weight distribution and load capacity.

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.

##### **Content**

- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions

##### **Assessment**

- Discussion
- Collaborative Projects

#### **Semester 2 (Drones and automation)**

##### **Objectives**

Students will learn how to program a drone to perform autonomous tasks and even communicate with a robotic rover using a combination of MakeCode and Python programming. Students will have an opportunity to apply everything they have learned to team based design projects that revolve around life saving applications of technology, for example: rescue drones, automated ambulances and disaster monitoring.

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.

##### **Content**

Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions

Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions

##### **Assessment**

- Discussion
- Collaborative Projects

# Year 10 Drama A

## Semester 1

### Objectives

Students will:

- Develop an understanding of the evolution of Australian Drama and Theatre
- Explore a variety of theatrical styles
- Interpret Australian playscripts from the mid-1800s to present
- Analyse the context, themes and characters of an iconic Australian playscript
- Research a current local and/or global issue to inform the development of a self-devised monologue for performance
- 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 dramatic monologue, applying stagecraft to enhance the performance

### Content

- Origins of Australian Drama and Theatre
- Theatrical styles of Melodrama, Aboriginal Theatre and Realism
- Australian playscripts
- Monologue and character development techniques
- The rehearsal process
- Analysis and evaluation of performance(s)
- Performance skills

### Assessment

- Expressive skills and character development
- Collaboration to interpret playscripts for performance
- Performance skills and stagecraft
- Written Performance Analysis/Evaluation
- Monologue
- Workbook and essay
- Examination

## **Year 10 Drama B**

### **Semester 2**

#### **Objectives**

Students will:

- Develop and understanding of the evolution of World Drama and Theatre
- Explore a range of theatrical styles from the modern era
- Interpret playscripts from the modern era
- Develop the skills of collaboration and commitment, working with peers to devise dramatic works for performance
- Apply conventions of Absurdism, Theatre of Cruelty, Epic Theatre, Poor Theatre and Physical Theatre throughout the rehearsal process in the formation of a performance
- Develop movement, voice work and improvisation skills
- Create a physical theatre dramatic work for performance to a outside group
- Critically evaluate a performance presented by an outside group

#### **Content**

- Origins of World Drama and Theatre
- Theatrical styles of Absurdism, Theatre of Cruelty, Epic Theatre, Poor Theatre and Physical Theatre
- Playscripts from the modern era
- Voice, Movement and Mime techniques
- The rehearsal process
- Analysis and evaluation of performance(s)
- Performance skills

#### **Assessment**

- Expressive skills and performance development
- Collaboration to create dramatic works for performance
- Performance skills and stagecraft
- Written Performance Analysis/Evaluation
- Group-devised performance
- Workbook and essay
- Examination

## **Year 10 French**

### **Continuous subject: Semester 1 and 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**

- 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
- Cultural knowledge and understanding tasks
- Oral Presentations
- Examination

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

## VCE Geography Units 1&2

### Aims

This study enables students to:

- develop a sense of wonder and curiosity about people, culture and environments throughout the world
- develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- understand and apply geographic concepts to develop their ability to think and communicate geographically, including change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association and sustainability
- develop an understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- develop a range of skills, including the use of geospatial technologies, to assist in analysing information and making informed judgments and decisions about geographic challenges
- understand the importance of VCE Geography in analysing issues and challenges to human welfare and the environment, at a range of scales
- develop an understanding of the role and application of VCE Geography in the planning and management of human welfare and the environment.

### Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

### Unit 2: Tourism: issues and challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

### Assessment

For each unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

The core assessment task for each unit is a fieldwork report of approximately 1500–2000 words. Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation.

# **Year 10 Geopolitics - 10 Maps that Explain the World**

## **Semester 1 or 2 or both**

### **Objectives**

This is a course that uses maps and the geographical features of the world to explain the complex political strategies that shape the globe. Why is Putin so obsessed with Crimea? Why was the US destined to become a global superpower? Why does China's power base continue to expand? Why is Tibet destined to lose its autonomy? Why will Europe never be united? The answers are clearer when we look at the maps and history of each region. The answers are geopolitical.

### **Content**

- Students explore 10 maps over the course of a Semester.
- Each map is a starting point for an exploration of the history, culture and politics of the region and how the physical characteristics of these countries affect their strengths and vulnerabilities and the decisions made by their leaders.
- They will examine Russia, China, the US, Latin America, the Middle East, Africa, Europe, Japan, Korea, and Greenland and the Arctic--their weather, seas, mountains, rivers, deserts, and borders--to provide a context to the politics of the region.

### **Assessment**

- Production of a documentary film/podcast
- Written briefing to ambassador
- Annotate a map
- Essay
- Examination

## **VCE Health and Human Development**

### **Aims**

This study is designed to enable students to:

- Develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
- Develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- Develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
- Critically examine health and human development from an individual, community, national and global perspective;
- Develop an understanding of the interdependencies between health, human development and sustainability;
- Identify, develop and evaluate behaviours and strategies that promote health and human development;
- Analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

### **Structure**

The study is made up of four units:

- Unit 1: The health and development of Australia's youth
- Unit 2: Individual human development and health issues
- Unit 3: Australia's health
- Unit 4: Global health and human development

## 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.*

## 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

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 Hebrew (VET: Applied Languages Certificate II in Hebrew)**

## **Unit 1, Semester 1**

## **Unit 2, Semester 2**

### **Objectives**

This course is a nationally recognised qualification in the study of a language. The Certificate is not based on a fixed curriculum; however, the Year 10 Hebrew course has been designed to develop the four student competencies in major language skills: speaking, listening, writing and reading. This course will provide students with language skills and cultural knowledge to enable them to communicate in social and workplace situations in Hebrew both in Australia and overseas. Four compulsory units include conversational activities, writing and role playing as well as using ICT tools.

### **Content**

The content in Year 10 VET Hebrew is drawn from two themes: communication for social purposes; communication for workplace purposes. Each unit is based around a list of new words, which are the key building blocks. Different text types are studied including: conversations and role plays from daily life, workplace oral communication and a variety of informative texts related to social and workplace situations, general world knowledge, Israeli phrases and songs. This variety of texts, both oral and written is designed to challenge and advance students' language abilities. Texts vary in length, structure and vocabulary, the organisation and familiarity of content.

### **Assessment**

Although the course is competency based, the following tasks will be undertaken throughout the year:

- Reading comprehension
- Writing tasks
- Listening comprehension
- Oral presentations and role plays
- Cultural knowledge and understanding tasks

\*Each UOC (Unit Of Competency) is a prerequisite for the following unit.

\*A minimum of 75% of class attendance is required.

On completion of Certificate II in Applied Languages (Hebrew) a certificate is received.

Students intending to continue to (Certificate III) Hebrew must satisfactorily complete two semesters of Hebrew in Year 10 or in some circumstances, satisfactory completion of a placement test with an overall grade of A. Students cannot have both VCE Unit 3/4 and VET Certificate III count towards their ATAR.

# **Year 10: A History of Deviance, Crime, and Punishment**

## **Semester 1 or 2 or both**

### **Objectives**

Our contemporary society is fascinated with crime, from true crime podcasts, to endless Law & Order-style TV shows, to reinventions of Sherlock Holmes; however, this fascination with criminals and those who deviate from the norm is hardly new.

Students will trace the idea of the 'Other' through the lens of deviance and crime, beginning with witches and heretics, through to contemporary infamous murderers. Through an interdisciplinary examination of deviance and crime, students will examine both the legal responses (including public punishments and executions; the development of jails etc.) to crimes, alongside the burgeoning psychological fields (including the rise of asylums, Phrenology etc.) of criminals and deviants. This subject serves as a precursor for skills and concepts in VCE History, Psychology, and Legal Studies.

### **Content**

- Learn about the concept of the 'Other' and 'Othering' through various historical contexts
- Examine the shifting view of the ideas around deviance, crime, and punishment throughout history (Medieval – modern)
- Introduction to Historical critical theory (e.g Michele Foucault's Discipline and Punishment)
- Development of critical thinking skills, especially in interdisciplinary focuses
- Introduction to the basic skills of VCE History, Legal Studies, and Psychology

### **Assessment**

- Historical Document Analysis
- Research Essay
- Student-led Research Project and Expo
- Examinations

## **Year 10 Literature: The Famous and Moving World of Literature**

### **Semester 1 or 2 or both**

This elective is a stand alone elective which introduces students to the world of literature, involving them in plenty of reading, thinking, discussion and writing. It is not a replacement for English but an extension to it. The semester-length unit also provides a taster and introduction to further literature studies in VCE Year 11. The course centres around famous and moving examples of literature: famous because they have stood the test of time and moving because indeed people's hearts have been touched.

### **Objectives**

- To think deeply about fine examples of literature and what they explore about the human condition.
- To write analytically and coherently about literature and the opinions of others about literature.
- To creatively engage with various authors.

### **Content**

At present, a selection of poems by Wilfred Owen, 'The Importance of Being Earnest' by Oscar Wilde and 'The Fisherman' by Chigozie Obioma form the basis of the content of the elective.

### **Assessment**

- Discussion
- Close analysis of poetry
- Video-making in the style of the writer
- Reviewing a review
- Examination

## **VCE Mathematical Methods**

### **Units 1 and 2 Semester 1 and 2**

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.

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

### **Content**

#### **Functions and graphs**

This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three. Treatment of non-polynomial functions is restricted to simple circular (trigonometric) functions and simple exponential and logarithmic functions.

#### **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 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 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. It also covers the differentiation and anti-differentiation of polynomials of degrees no higher than three.

#### **Probability and statistics**

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

### **Assessment**

- Units 1 and 2 will be assessed internally on course work and end-of semester examinations.

## **Year 10 Media**

### **Semester 1**

#### **Objectives**

Students develop an awareness of the business of media production, focussing on the financial and institutional structure of Hollywood cinema, online streaming services for film and television such as Netflix, and independent media organisations. 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 and how social media advertising works to engage audiences.

Students continue to develop key production skills and analysis in film and video – including an exploration of storytelling practices and structure in video and film, 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 film production, developing practical skills in their designated role.

#### **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 and film

#### **Assessment**

- Folio of theory and practical work (advertising and video production). Students will undertake an equal amount of theory and practical work in this subject
- Analysis of a narrative film - how it constructs its story and utilises genre
- Examination

*It is recommended that students intending to continue Media Studies in Year 11 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**

#### **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 products, 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 Media level. Work undertaken in this unit is through a theoretical and practical study, which places the student in the role of a media creator and analyst. Students will study signs and meaning in media products at an advanced level, to understand how media products create point of view and are designed for specific and intended audiences. Understanding genre and film styles through the analysis of a major Hollywood narrative will enable the students to create their own media product in their desired style.

Students will develop further skills in digital photography, video and /orjournalism through an exploration of media representations as well as developing advanced skills in production processes and techniques including an exploration of all manual functions of cameras.

#### **Content**

- Film deconstruction and analysis
- Media Production – photography, video or journalism
- Media representation deconstruction and analysis

#### **Assessment**

- Media production folio across the semester
- Written film analysis paper
- Examination

*It is recommended that students intending to continue Media Studies in Year 11 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 in Media is essential.*

## **Year 10 Classroom Music**

### **Semester 1 or 2 or both**

#### **Objectives**

Students will:

- Students will: Develop aural and musicianship proficiencies
- Undertake systematic training in rhythm
- Undertake systematic training in rhythm and pitch solfa
- Analyse key elements of music in specially chosen repertoire
- Apply those elements in composition and improvisation 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' (Kazaz), '333 Exercises' (Kodaly), and 'Sheim Te'hilato' (Yee)
- Performance classes utilising students' own instrumental disciplines
- Exploration of musical elements discussed in repertoire

#### **Assessment**

- Listening test
- Assessment Soirée
- Solfa skills
- Aural/theory/analysis
- Composition and improvisation exercises
- Examination

*Students intending to continue VCE Music in Year 11 should undertake 2 units of Music in Year 10.*

## **Year 10 Philosophy**

### **Semester 1 or 2 or both**

#### **Aims**

- Understand the nature of philosophy and its methods
- Identify and articulate philosophical questions
- Understand and analyse significant philosophical ideas, viewpoints and arguments, in their historical contexts
- Explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic
- Understand relationships between responses to philosophical questions and contemporary issues
- Cultivate open-mindedness, reflecting critically on their own thinking and that of others, and exploring alternative approaches to philosophical questions.

#### **Structure**

The study is made up of two units:

##### **Semester 1: Epistemology**

On completion of this unit the student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.

##### **Semester 2: Metaphysics**

On completion of this unit the student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates.

#### **Assessment**

- Document Analysis
- Research Project
- Personal Reflection
- Examination

## VCE Physical Education

### Aims

This study enables students to:

- Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- Develop a critical perspective on physical activity across the lifespan
- Investigate the promotion of physical activity in a variety of settings
- Examine how the body systems work together to produce movement
- Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
- Use practical activities to underpin theoretical understanding.

### Structure

The study is made up of four units:

- Unit 1: Bodies in motion
- Unit 2: Sports coaching and physically active lifestyles
- Unit 3: Physical activity participation and physiological performance
- Unit 4: Enhancing performance

### Units 1 & 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

#### Unit 1

##### Outcome 1

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

##### Outcome 2

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

##### Outcome 3

Two detailed studies are available in Unit 1. One detailed study is to be selected from:

- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation

## Unit 2

### **Outcome 1**

On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

### **Outcome 2**

On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

### **Outcome 3**

Two detailed studies are available in Unit 2. One detailed study is to be selected from:

- Decision making in sport
- Promoting active living

# VCE Psychology

## Aims

This study is designed to enable students to:

- Develop an understanding of the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion
- Acquire knowledge about the use of theories, models and controlled observations to describe and explain human behaviour.
- Examine social situations where certain behaviours are seen to be a consequence of environmental processes.
- Develop an understanding of individual development of cognitive and perceptual abilities.
- Understand ethical principles in the conduct of psychological research and practice is provided

It is recommended, but not essential, that students interested in undertaking VCE Psychology Units 3 and 4 have previously completed VCE Psychology Units 1 and 2.

## Unit 1

### What is psychology?

This area of study analyses the contribution that classic and contemporary theories have made to the development of psychology. The scope of psychology is introduced – its specialised fields of study and its application in a variety of contexts and settings. Aspects of visual perception are investigated and psychologists approach to the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives are considered.

### Lifespan psychology

This area of study uses the application of appropriate methods of psychological research into students own investigations into aspects of lifespan psychology, and associated ethical principles in the conduct and use of psychological research are explained.

## Unit 2

### Interpersonal and group behaviour

This area of study considers the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. Research methods appropriate to measuring attitudes and behaviours are examined, and associated ethical issues in the conduct and use of such research are considered.

### Intelligence and personality

This area of study focuses on aspects of psychological research and how they can be applied to investigations. Ethical issues including the use of standardised psychological tests are considered.

## Assessment and Reporting

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

Units 3 and 4 the student's level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment areas follows:

- Unit 3 school-assessed course work: 20%
- Unit 4 school-assessed course work: 20%
- End-of-year examination: 60%

## VCE Religion & Society

### Rationale

VCE Religion and Society enables students to understand the interactions between religion and society over time, fostering an appreciation of the complexity of societies where multiple world views exist. Students come to appreciate the dynamic and changing role of religion in society and as an institution supporting adherents to grapple with the big questions of life. They study the value systems that guide religious traditions and the religious beliefs and other aspects of religion that express these. While Religion & Society 1 & 2 focuses on Judaism, there is significant exploration of and comparison with other religious traditions.

### Aims

This study enables students to:

- understand the nature and purpose of religion
- explain the ongoing interaction between society and religion, and their influence upon each other, including in debate about important religious, cultural, political, social and ethical issues
- understand the interplay between society and individual identity formation through membership of religious traditions
- reflect on the interaction between society and the collective identity engendered by religious traditions
- reflect on the capacity of religion to provide ways of making meaning of significant life experiences for individuals
- develop an understanding of, and respect for, the religious beliefs of others, and acknowledge their freedom and right to hold those religious beliefs.

### Structure

The study is made up of four units:

Unit 1: The role of religion in society

Unit 2: Religion and ethics

Unit 3: The search for meaning

Unit 4: Religion, challenge and change

Each unit contains between two and four areas of study.

#### Unit 1: The role of religion in society

In this unit students explore the origins of religions and their role in the development of society, identifying their nature and purpose over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, religious traditions and the Australian society in which they live.

#### Unit 2: Religion and ethics

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral judgments in society.

### Assessment

#### Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

## **Year 10 Shoah through Film**

### **Semester 1 or 2 or both**

#### **Outline**

It was said shortly after the Shoah, 'There should be no art after Auschwitz', yet film and other art forms addressing this dark chapter have multiplied massively in the decades since 1945. Some of these films deepen and enhance understanding of the events, its origins and repercussions, while others distort and even desecrate history. In this course, students view and critically analyse a range of Shoah films, clips and documentaries, enabling a deep investigation into the world of the Shoah and how it is represented. Questions to be explored include: 'To what extent is the film true to historical events and must it be?', 'What is the legacy of this film and how does it seek to enhance understanding of the Shoah?' and 'Are there limits in what can and should be represented?'

#### **Objectives**

The aims of this study are to develop understanding of the Shoah itself and its many layers, while furthering knowledge of artistic choices made in film-making and the skills of analysis and critique.

#### **Content**

- 'Art after Auschwitz'
- Techniques and vocabulary of film production and analysis
- The early years
- Eyewitness & documentary
- Holocaust and Hollywood
- Pushing the boundaries - comedy, anti-realism, experimental
- Reception and legacy

#### **Assessment**

- Research report
- Oral presentation
- Collaborative analysis
- Journal
- Tests
- Examination

# Year 10 The Science of Elite Performance

## Semester 1 or 2 or both

### Objectives

This is a study of elite athletic performance and allows learners to explore the science behind the top athletes.

### Outline

#### Semester 1: 3 UNITS

**1. Sport and exercise physiology:** This unit gives the learners an opportunity to develop an understanding of the physiology of each of the different body systems including the skeletal, muscular, cardiovascular, respiratory, neural, endocrine and energy systems. As an integral aspect of studying sport and exercise sciences, this unit will allow learners to not only support people in the sport and exercise science sector, but also give them transferable skills for many vocational jobs. This unit involves a variety of concepts that will build on subjects that have been studied at in earlier years in Science and PE. Learners will cover the following areas:

a. Responses to exercise; b. Fatigue and recovery; c. Adaptations; d. Environmental factors and performance

**2. Applied sport and exercise psychology:** This unit is designed to introduce learners to sport and exercise psychology, presenting the key concepts and theories that are central to sport and exercise psychology. Learners will be encouraged to find out information for themselves and consider how the concepts and theories help them to understand their own experiences and performances in sport. The applied focus of the module enables learners to consider the experiences of top sports people, their coaches and their own experiences. Learners will cover the following areas:

a. Motivation; b. Competitive pressure; c. Effects of self-confidence, self-efficacy and self-esteem; d. Mindset; e. Group dynamics; f. Psychological interventions

**3. PBL exploring an area of personal interest\***

#### Semester 2: 3 UNITS

**1. Biomechanics:** This unit is designed to introduce learners to the biomechanics of sport and exercise and it presents key concepts central to the understanding of biomechanics. Learners will be encouraged to find out information for themselves, and to consider how the concepts and theories help them to understand their own performance in sport and exercise. The practical focus of the unit enables learners to see biomechanics in action and develop a greater appreciation of the following concepts:

a. Linear motion; b. Speed/velocity/acceleration/deceleration/inertia and momentum; c. Forces; d. Newton/reaction forces/friction/air resistance/lift and Bernoulli's principle; e. Angular motion; f. Centre of mass and stability/levels/axes of rotation

**2. Nutrition:** This unit gives the learners an opportunity to explore how nutrition can affect a sports participant's performance positively or negatively, the importance of hydration and how to apply the nutritional principles. This unit also allows learners to focus on the concepts of nutrition and digestion, and the components of a balanced diet. Learners will cover the following areas:

a. Principles of nutrition and hydration; b. Digestion and absorption of nutrients; c. Nutritional intake; d. Nutritional strategies

**3. PBL exploring an area of personal interest\***

\*PBL topic ideas:

Fitness testing, Coaching, Activity for groups and individual, Sociocultural issues, Technology and ergogenic aids Sports injury and assessment

### Assessment

- Major research assignment and short answer test
- Oral presentations
- Field trip
- Extended text response
- 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 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

### 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
- Visual Diary
- Examination

*It is recommended that students intending to study Visual Communication Design at Year 11 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
- Visual Diary
- Examination

*It is recommended that students intending to study Visual Communication Design at Year 11 undertake two semesters of Visual Communication Design at Year 10 or one semester of Art and one semester of Visual Communication Design.*

## 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
- Applied Computing
- Health & Human Development
- Hebrew
- Mathematical Methods
- Psychology
- Religion and Society
- Systems Engineering (offered in alternate years)

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 meet the prerequisite grades and complete an application form which will be endorsed by parents before they are considered to be enrolled in the subject.

### Career Options

Every Year 10 student sits the Morrisby Test. 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 Activities

The Careers activities are 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. They also each partake in a group mock interview for which they need to write a resume. Feedback is given at the interview to help students to improve their interview skills.

## An Accelerated Pathway

### Choosing a Unit 1 & 2 VCE Study in Year 10

Considering commencing VCE in Year 10 is not a decision to be taken lightly. It is an extremely demanding path that will impact students' total performance in VCE. In order to qualify for entry to a Unit 1 & 2 Study in Year 10, students must satisfy the following criteria;

- Submit all work by the due date and to a high standard (B or above).
- Perform consistently in examinations and continuous assessment.
- **A 90% attendance record.**

Below are subject specific prerequisites for entry into the Units 1 & 2 VCE studies on offer. Any accelerated enrolment will need to meet the School's Promotions Policy.

Applied Computing	B in Year 9 IT or an overall average of B in Year 9
Business Management	B in Year 9 English
Hebrew (VCE)	A in Year 9 Hebrew Aleph
Hebrew (VET)	B in Year 9 Hebrew Bet or placement test for recognition of prior learning.
Health & Human Development	B+ in English or B in PE/Health Elective
Mathematical Methods	B+ in Year 9 Mathematics Extension
Physical Education	B in Sport Science
Psychology	B+ in Year 9 English or A in Biology component of Science
Religion & Society	B+ in Jewish Studies, English or History

## Prerequisite Requirements for Entry into Year 11 Studies by Year 10 Students

These are the current prerequisites for entry to Units 1 & 2 or for 3 & 4 VCE subjects in the accelerated pathway in Year 11. Students should be well informed about the minimum standard required for entry to their desired VCE subjects. At least one English subject must be selected.

<b>STUDY</b>	<b>MINIMUM PREREQUISITE GRADE IN YEAR 10</b> <i>(based on overall unit grade and/or exam score)</i>
Accounting 1 & 2	C in Mathematics
Applied Computing 1 & 2	
Biology 1 & 2	C in Science and B in Biology component
Business Management 3 & 4	B in English or B in Business Management 1 or 2
Chemistry 1 & 2	C+ in Chemistry component in Science
English	D+ in English
French 1 & 2	C+ in Year 10 French
Further Maths 3 & 4	B+ in Mathematics Extension or B in Math Methods
General Mathematics Specialist	A in mainstream Mathematics, B in Maths Extension or B in Maths Methods 1 & 2
General Mathematics Further	C in Mathematics or B+ in Foundation Maths
Global Politics 1&2	C+ in Jewish Studies or English
Health & Human Development 1 & 2	B in English
Health & Human Development 3 & 4	B in English
Hebrew (VCE )1 & 2	B in Year 10 Hebrew
Hebrew (VCE) 3 & 4	A in Units 1 & 2
Hebrew (VET) Certificate III	Competent completion of Hebrew (VET) Certificate II or VCE Hebrew 1 & 2
History 1 & 2	C+ in History or B in English
History Revolutions	A in English OR A in History
Media 1 & 2	B in Year 10 Media
Physical Education 1 & 2	B in Health & PE or D in English
Physical Education 3 & 4	B+ in Health & PE or B+/A in English
Physics 1 & 2	C in Physics component in Semester One Science
Psychology 1 & 2	A in Biology component in Science & A in English
Psychology 3 & 4	B in Biology component and B+ in English
Religion and Society 1 & 2	B in Jewish Studies or English
Religion and Society 3 & 4	B in Jewish Studies, English or History
Studio Art 1 & 2	B in Art, Visual Communication Design, or Media
Systems Engineering (offered alternative years)	
Theatre Studies 1 & 2	C+ in Year 10 Drama
Visual Communication Design 1 & 2	B in Visual Communication Design or B in Art

THE KING DAVID SCHOOL

