

Years 9 & 10

Curriculum Handbook



THE KING DAVID SCHOOL



Contents

VISUAL GUIDE TO THIS 9/10 BOOKLET.....	4
YEAR 9 PROGRAM.....	5
Year 9 New Horizons Program.....	7
Core Subjects for Year 9.....	9
Summary List of Year 9 Elective Units.....	15
Description of Year 9 Elective Units.....	16
Year 9 Art.....	16
Year 9 Business Studies.....	17
Year 9 Chinese (Mandarin).....	19
Year 9 Drama.....	20
Year 9 French.....	21
Year 9 Geography.....	22
Pathways to Hebrew VCE.....	23
Pathways to Hebrew VET.....	24
Year 9 Information Technology.....	25
Year 9 Media.....	26
Year 9 Music.....	27
Year 9 Philosophy (Ethics).....	28
Year 9 Sport Science.....	29
Year 9 Visual Communication Design.....	30
YEAR 10 PROGRAM.....	31
Core Subjects for Year 10.....	33
Summary List of Year 10 Elective Units.....	39
Description of Year 10 Elective Units - Year 10 Art.....	40
Business Management (VCE).....	41
Year 10 Chinese (Mandarin).....	43
Computing (VCE) (<i>offered in 2018</i>).....	44
Year 10 Drama.....	46
Year 10 French.....	48
Year 10 Geography.....	49
Health and Human Development (VCE).....	50
Hebrew (VCE).....	51
Year 10 Hebrew VET.....	53
Mathematics: Mathematical Methods (VCE).....	54

Year 10 Media.....	55
Year 10 Music.....	57
Philosophy (VCE).....	59
Psychology (VCE).....	61
Year 10 Sport Science.....	63
Systems Engineering (VCE) (<i>not offered in 2018</i>).....	64
Year 10 Visual Communication.....	66
CAREER GUIDANCE AND SAMPLE COURSES.....	69
Preparation for VCE.....	70
Accelerated Pathway for Year 10.....	71
VCE Prerequisite.....	72
Some Sample Courses.....	74

Visual Guide to this 9/10 Booklet

The Year 9 Program

New Horizons, Core Subjects, and Elective Units,
Pages 6 – 30

YEAR 9 PROGRAM

The Year 10 Program

Core and Elective Subjects
Pages 31 – 67

YEAR 10 PROGRAM

Career Guidance

Including VCE prerequisites and sample courses

Pages 69 – 78

CAREER GUIDANCE

Year 9 Program

New Horizons, Core and Elective Subjects

YEAR 9 PROGRAM

Year 9 Program Introduction

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

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

Electives are organised as semester-long units. Students are required to select three elective units each semester.

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

- Art
- Drama
- Hebrew
- Music
- Sports Science
- Business Studies
- French
- Information Technology
- Pathways to VET Hebrew
- Visual Communication Design
- Chinese (Mandarin)
- Geography
- Media
- Philosophy (Ethics)

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

Assessment and Reporting

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

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

Extra-Curricular Activities

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

Alongside the academic curriculum which incorporates all key learning areas, there are additional opportunities to engage in Creative Arts, Music, Drama, Sports, Outdoor Education, Interfaith and other programs.

All our students are encouraged to continue to participate in various music ensembles, bands, jazz and rock groups, as well as regular school productions.

Students will be given the opportunity to attend a challenging range of Outdoor Education activities including abseiling, climbing and camping skills program.

The New Horizons Program

The Year 9 New Horizons program offers students opportunities to explore themselves, and the world in which they live, to enhance their personal skills, to develop their thinking skills, to participate in a wider range of activities and to be actively engaged in their learning.

The Program is designed to:

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

Structure of Curriculum

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

The program will incorporate three themes under the following headings:

- Rural Victoria investigation and Aboriginal studies immersion
- City Investigation
- Students in Philanthropy

The Year 9 Camp will run for an extended period. Students will be involved in the above three themes throughout the year.

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

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

Term 1 – Rural Victoria investigation and Aboriginal studies immersion

Incorporating a three week camp, students engage in a challenging outdoor education program and research rural communities in the Milawa region. With the research component, students create and present their own rural community complete with by-laws, services and promotional campaigns. Students will be exposed to discussion and analysis of contemporary and historical aboriginal studies issues.

Term 2 – City Investigation

Incorporating a close examination of the services offered within cities. Students investigate the features of Melbourne as a city and elect to follow a trail – a legal, fashion, sport, commercial or other trail – based on their own interests.

Terms 3 and 4 – Students in Philanthropy

Students will spend approximately 2 terms exploring, researching and developing a new product for a charity of their choice, allowing them to utilise critical thinking, innovative research skills and collaboration with others from its conception to completion. Students will learn the core skills and attributes of a successful entrepreneurial mindset as well as skills in philanthropy. Hearing from keynote speakers in many walks of successful business, students will apply their knowledge to the development of their own products.

The project will ask students to conceptualise an idea for a new product or concept, undertake extensive research to plan, evaluate, and reflect on the production process. Students will then present the final product in its physical format, to a distinguished audience, further preparing them for the skills needed to communicate effectively with others and undertake the creation of a large scale project both independently and collaboratively.

Core subjects for Year 9

English Year 9

Introduction

In English, texts, language and literacy constitute the essential concepts and areas of study. Students learn to appreciate and use language in order to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. A complex study of key literary texts enhances the ability to interpret and engage with quality literature. Students also develop an understanding of the ways in which purpose, audience and context influence the structures and features of language.

Content

English is organised into three key areas:

Literature

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

Language

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

Literacy

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

Assessment

Students in Year 9 must demonstrate key performance indicators as outlined by the Australian Curriculum in the following ways:

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

History: Year 9

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

Indepth Study 1: Making a Better World – Progressive ideas and movements (1750 – 1918)

Students will study: the emergence and nature of key ideas in the period, with a particular focus on nationalism; the reasons why these key ideas emerged; the role of an individual or group in the promotion of these key ideas, and the responses to it; the short and long-term impacts of these ideas on Australia and the world.

Indepth Study 2: Australia and Asia - Making a Nation up to 1914

Students will study about 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.

Indepth Study 3: World War 1 (1914-1918)

Students will study: an overview of the causes of World War 1 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 1, with a particular emphasis on Australia; the commemoration of World War 1, 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 and Israel (Land, Nation and People), while always acknowledging the Chaggim (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: Survey of Jewish History, The Changing Landscape of Zionism; Jewish Short Stories and The Ethics of the Other – Mitzrayim in Jewish Thought.

Objectives

Students will:

- Explore Jewish ethical principles derived from our Exodus from Egypt experience
- Gain an overview of major events shaping Jewish history
- Articulate multiple Zionist ideologies
- Analyse Jewish short story authors, and how their works reflect their diverse Jewish identities

Content

- Text study of the Jewish memory of Mitzrayim (Egypt) and ethical statements derived from that
- Exploration of contemporary forms and servitude with a consideration of the appropriate Jewish response
- Understanding of the First and Second Temple periods and their impact on contemporary Jewish life
- The impact of nationalism, and the Dreyfus affair upon Zionism
- Ideologies of political, cultural, religious and revisionist Zionism
- The short stories of authors such as Etgar Keret, Shmuel Agnon and Shalom Aleichem
- Exploration of personal Jewish stories of students

Assessment

- Workbook activities
- Research tasks
- Examinations
- Presentations

Mathematics Year 9

Objectives

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

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

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

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

Assessment

- Assignments
- Topic Tests
- Examination

Science Year 9

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

Summary List of Year 9 Elective Units

Art	Repeated: Semester 1 or 2
Business Studies	Semester 1 or 2 or both
Chinese (Mandarin)	Continuous subject
Drama	Semester 1 or 2 or both
French	Continuous subject
Geography	Repeated: Semester 1 or 2
Hebrew	Continuous subject
Information Technology	Repeated: Semester 1 or 2
Pathways to Hebrew VET / VCE	Semester 1 or 2 or both
Philosophy (Ethics)	Repeated: Semester 1 or 2
Media	Repeated: Semester 1 or 2
Music	Semester 1 or 2 or both
Sport Science	Semester 1 or 2 or both
Visual Communication Design	Repeated: Semester 1 or 2

- **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

Description of Year 9 Elective Units

Year 9 Art

Repeated: Semester 1 or 2

Introduction in Art

Objectives

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

Considerations in the making of visual art works are:

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

Content

- Painting
- Drawing
- Printmaking
- Sculpture

Assessment

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

It is recommended that students intending to continue in Art in Year 10 undertake one unit of Art and one unit of Visual Communication and Design.

Year 9 Business Studies

Semester 1: Politics and the Law

Objectives

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

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

Content

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

Assessment

- Research Notes
- Folios of media articles
- Presentations of elective issues chosen individually
- Case study reports
- Mock Trial – preparation and presentation
- Tests
- Examination

Year 9 Business Studies

Semester 2: Economics, Industry and Enterprise

Objectives

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

Content

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

Assessment

- Research Notes
- Folios of media articles
- Presentations of elective issues chosen individually
- Case study reports
- Tests
- Examination

Year 9 Chinese (Mandarin)

Continuous subject: Semester 1 & Semester 2

Objectives

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

Content

- Knowledge of Characters
- The neighbourhood
- Chinese New Year
- Seasons and special dates
- Describing objects in everyday life
- School life & studying
- Public transport
- Locations, distances & directions
- People on holiday

Assessment

- Listening – students summarise information and respond to questions from oral texts
- Reading – students read short sentences and comment on themes, main ideas, characters and events studied
- Writing – students demonstrate knowledge of the sentence patterns, vocabulary and expressions relevant to the topics studied
- Oral Presentations
- Cultural Knowledge and Understanding tasks
- Examination

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

Students intending to continue Chinese in Year 10 must undertake two units of Chinese in Year 9.

Year 9 Drama

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 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

Repeated Semester 1 or 2

Objectives

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

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

Content

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

Assessment

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

Pathways to Hebrew VCE

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 the Pathways to Hebrew VCE course is dependent upon achieving a B grade or above in the Hebrew placement test or Year 8 overall unit grade.

Content

The content in Pathways to Hebrew VCE 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 in Semester 1 is a prerequisite for studying Hebrew in Semester 2.

Students intending to continue Hebrew in Year 10 must undertake two units of Hebrew in Year 9.

Pathways to Hebrew VET

Semester 1 or 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 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 Year 9 Hebrew is drawn from three themes: teenage experience; communication for social purposes; workplace related topics and topics drawn from the Jewish and Israeli world; communication for social purposes; 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 and general world knowledge and enrichments segments of 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

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

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

Year 9 Information Technology

Repeated: Semester 1 or 2

Objectives

This course will explore networks and the construction of the Internet. The hardware and software involved as well as the conventions of what makes a quality website will be explored. Privacy and safety issues with regard to the Internet will also be addressed. This course will explore the use of graphics software. Being able to manipulate data to create information using a problem-solving methodology is also investigated through the use of spreadsheets and databases, as is being able to visually design a solution using concept-mapping software

Content

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

Assessment

- Hardware and Software Assignment
- Media Analysis
- Major Project
- Presentation
- Practical folio of work
- Examination

Year 9 Media

Repeated: Semester 1 or 2

Objectives

This unit is designed to give an introductory understanding of the elements of mass media (newspapers, magazines, television, photography and social media) and will allow students to gain an insight into the way the media industry operates. Students will begin to think and practise as media producers. Students will increase their own personal media awareness. Students will also be introduced to a broad range of media production skills, while also being exposed to the area of media text analysis. Students will be introduced to the practical side of film and photography productions. 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 media in their daily lives.

Content

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

Assessment

- Research project
- Assignment folio
- Media analysis tasks
- Examination

Year 9 Music

Semester 1 or 2 or both

Objectives

Students will:

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

Content

- Each semester will cover sixteen different musical works as listening examples
- Ongoing work in Deborah Smith's 'Musicianship and Aural Training' – a preparatory text for VCE Music Performance
- Pitch solfège in '333 Exercises' (Kodaly), 'Rhythm Reading' (Kazez) and 'Successful Sight Singing' (Telfer)
- Performance classes utilising students' own instrumental disciplines
- Exploration of musical taxonomy

Assessment

- Listening Test
- Recital Soirée
- Solfège Skills
- Aural/Theory/Analysis
- Composition Exercises
- Examination

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

Year 9 Philosophy (Ethics)

Repeated Semester 1 or 2

Objectives

This unit encourages students to express their own opinions on ethical (moral) issues as well as to be tolerant and open to others. Students will also be encouraged to ask for reasons 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 or both

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

Repeated: Semester 1 or 2

Objectives

The purpose of this unit is to introduce students to the fundamentals of Visual Communication and Design. This unit explores the ways in which designers in a number of fields such as Communication design, Environmental design and Industrial design use the design process to develop their ideas. To enable students to explore and develop ideas using a range of materials, methods and media, applying design elements and principles as well as developing digital technology skills, to problem solve and achieve design solutions. Students develop their understanding of design, drawing and technology conventions and standards. They use freehand, instrumental and computer drawings and explore the use of mixed media to produce for example, logos, packaging concepts, or layout designs.

Content

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

Assessment

- Assignment folio
- Visual Diary
- Examination



Year 10 Program

Core and Elective Subjects

Year 10 Program

Introduction

The Year 10 Program is designed to allow students to build on the skills developed during 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.

Over the year students may choose electives from the following list:

- Art
- Business Management (VCE)
- Chinese (Mandarin)
- Computing (VCE)
- Drama
- French
- Geography
- Health & Human Development (VCE)
- Health & Physical Education
- Hebrew (VCE)
- Hebrew (VET)
- Mathematical Methods (VCE)
- Media
- Music
- Philosophy (VCE)
- Psychology (VCE)
- Systems Engineering (VCE)
- Visual Communication Design

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.

Sports Activities

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

Core subjects for Year 10

English Year 10

Introduction

In English, texts, language and literacy constitute the essential concepts and areas of study. Building upon skills and abilities developed in the previous year, students 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 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 will engage in close studies of literary texts by a range of authors and in a range of styles. Students will respond to novels, short stories, plays and poetry in analytical and other modes of writing.

Language

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

Literacy

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

Assessment

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

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

History: Year 10

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 11.

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 indepth studies:

Overview

- The inter-war years, between World War 1 and World War 11, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Continuing efforts post World War 11 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

Indepth Study 1: World War II (1939-45)

Students will study about : the causes and course of World War 112; the scale and significance of the Holocaust; significant events of World War 11, including developments in technology and the involvement of and effects in Australia; the experiences of Austalians during World War 11 (such as prisoners of war (POWs) and the Hay internment camp and the Dunera boys); the impact of World War 11, 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.

Indepth Study 2: Migration Experiences (1945 – present)

Students will study about: post WW11 organisations; the waves of post WW11 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.

Indepth Study 3: Rights of Freedom (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 Chaggim (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: Creating Peace within the Middle East, Evolution of Modern Jewish Identity; Jewish ethics, and Hadrecha (leadership).

Objectives

Students will:

- Explore the geo-political landscape of the Middle East, and how that influences Israeli-Arab relations
- Understand the historical and social events that helped created Modern Jewish identity
- Apply major Jewish ethical principles to contemporary challenges
- Appreciate Jewish valuing of leadership and the skills required to be impactful

Content

- The Sunni-Shiite divide and its implication for Middle Eastern international relations
- The UN definitions of Refugees and how that impacts in the Middle East
- The Enlightenment and how that shaped Modern Jewish identity
- The transitioning from pre-modern, to modern to post-modern modes of identification
- Understanding what is an ethical dilemma
- The traditional Jewish approaches to responding to ethical dilemmas
- Diverse models of leadership
- Applying relevant Jewish texts to community leadership based decision-making

Assessment

- Workbook activities
- Research tasks
- Examinations
- Presentations

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

Science Year 10

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

Summary List of Year 10 Elective Units

Art	Semester 1 or 2 or both
Business Management – VCE Unit 1	Semester 1
Business Management – VCE Unit 2	Semester 2
Chinese (Mandarin)	Continuous subject
Computing: VCE Unit 1 (<i>offered in 2018</i>)	Semester 1
Computing: VCE Unit 2 (<i>offered in 2018</i>)	Semester 2
Drama	Semester 1 or 2 or both
French	Continuous subject
Geography	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)	Continuous subject
Mathematical Methods – VCE Unit 1	Semester 1
Mathematical Methods – VCE Unit 2	Semester 2
Media	Semester 1 or 2 or both
Music	Semester 1 or 2 or both
Philosophy	Repeated: Semester 1 or 2
Psychology – VCE Unit 1	Semester 1
Psychology – VCE Unit 2	Semester 2
Sport Science	Semester 1 or 2 or both
Systems Engineering – VCE Unit 1 (<i>not offered in 2018</i>)	Semester 1
Systems Engineering – VCE Unit 2 (<i>not offered in 2018</i>)	Semester 2
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

Description of Year 10 Elective Units

Year 10 Art

Semester 1 or 2 or both

Objectives

The unit is divided into two subject areas:

A — Art Production

Students make and present art works which explore themes, issues and ideas.

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

B — Art Appreciation

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

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

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

Content

A — Art Production

- Drawing
- Painting
- Printmaking
- Sculpture
- Mixed media

B — Art Appreciation

- Introduction to the elements & theory of art
- Portraiture, Self Portraiture & Surrealism
- 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 Appreciation question sheets
- Essay
- Examination

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

Business Management (VCE)

VCE Business Management Unit 1 Semester 1

Objectives

This study is designed to enable students to:

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

Content

Unit 1: Small Business Management

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

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

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

Assessment

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

- Course work: 50%
- Examination: 50%

Business Management (VCE)

VCE Business Management Unit 2 Semester 2

Objectives

This study is designed to enable students to:

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

Content

Unit 2: Management in Action

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

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

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

Assessment

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

- Course work: 50%
- Examination: 50%

Year 10 Chinese (Mandarin)

Continuous subject: Semester 1 and Semester 2

Objectives

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

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

Content

- Knowledge of Characters
- Shopping
- Health
- Cartoons and humour
- Television & films
- Sports
- Traditional Virtues

Assessment

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

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

Computing (VCE)

Unit 1: Computing, Semester 1 (*offered in 2018*)

Description

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Objectives

This study enables students to:

- Apply skills, techniques, processes and a methodology to create digital solutions
- Understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution
- Become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- Understand the components of information systems and the architecture of the associated digital systems
- Understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- Apply computational, design and systems thinking skills when creating digital solutions.

Content

In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Assessment

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

Computing (VCE) (*offered in 2018*)

VCE Unit 2: Computing, Semester 2

Description

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Objectives

This study enables students to:

- Apply skills, techniques, processes and a methodology to create digital solutions
- Understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution
- Become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- Understand the components of information systems and the architecture of the associated digital systems
- Understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- Apply computational, design and systems thinking skills when creating digital solutions

Content

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment

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

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.

Year 10 Geography

Semester 1 or 2 or both

Objectives

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

Students will:

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

Content

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

Assessment

- Major research assignment and short answer test
- Oral presentations
- Field trip
- Extended text response
- Book/class work
- Examination

Health and Human Development (VCE)

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

Hebrew (VCE)

VCE Hebrew Unit 1, Semester 1

Objectives

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

Content

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

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

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

Themes

1. The individual: personal details, relationships, making arrangements, free time
2. Modern life: The changing nuclear family
3. Equity in society: gender & elderly Vs young people

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

Assessment

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

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

Hebrew (VCE)

VCE Hebrew Unit 2, Semester 2

Objectives

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

Content

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

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

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

Themes

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

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)

Continuous subject: Semester 1 and Semester 2

Objectives

This course is 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 workforce purposes. Each unit is based around a list of new words, which are the key building blocks of the study. 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

Satisfactory completion of assessment tasks 1-2 Hebrew in Semester 1 is a pre-requisite for studying Hebrew in Semester 2.

Students intending to continue to VCE/VET (certificate III) Hebrew must undertake two units of Hebrew in Year 10, or satisfactory completion of a placement test with an overall grade of C+. Students cannot have both VCE Unit 3/4 and VET Certificate III count towards their ATAR.

Mathematical Methods (VCE)

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

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

Content

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

Assessment

- Folio of theory and practical work. Students will undertake an equal amount of theory and practical work in this subject
- 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 texts, technologies and processes from various perspectives, including an analysis of structure and features.

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

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

Content

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

Assessment

- Photographic 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 is essential.

Year 10 Music

Semester 1

Objectives

Students will:

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

Content

- Each semester will cover sixteen core musical works as listening examples
- Ongoing work in Deborah Smith's 'Musicianship and Aural Training' – a preparatory text for VCE Music Performance
- Pitch and Rhythm solfège in 'Rhythm Reading' (Kazez), '333 Exercises' (Kodaly), and 'Successful Sight Singing' (Telfer)
- Performance classes utilising students' own instrumental disciplines
- Exploration of musical elements discussed in repertoire

Assessment

- Listening Test
- Recital Soirée
- Solfège Skills
- Aural/Theory/Analysis
- Composition Exercises
- Examination

Students intending to continue Music in Year 11 must undertake 2 units of Music in Year 10.

Year 10 Music

Semester 2

Objectives

Students will:

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

Content

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

Assessment

- Listening Test
- Recital Soirée
- Solfège Skills
- Aural/Theory/Analysis
- Composition Exercises
- Examination

Students intending to continue Music in Year 11 must undertake 2 units of Music in 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 four units

Unit 1: Existence, knowledge and reasoning

Unit 2: Questions of value

Unit 1: Existence, knowledge and reasoning

Area of Study 1 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.

Area of Study 2: 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.

Area of Study 3

Introduction to logic and reasoning

On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2: Questions of value

Area of Study 1

Ethics and moral philosophy

On completion of this unit the student should be able to analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

Area of Study 2

Further problems in value theory

On completion of this unit the student should be able to analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

Area of Study 3

Techniques of reasoning

On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.

Psychology (VCE)

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%

Year 10 Sport Science

Semester 1 or 2 or both

Objectives

This study is designed to enable students to:

- Explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete
- Gain insight into coaching by studying various approaches and applying this knowledge to a practical session
- Develop an understanding of the different types of physical activity and the role it plays in the health and wellbeing of the population
- Gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan
- Explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome
- Explore how the body systems work together to produce movement and analyse this motion using biomechanical principles
- Are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway
- Examine the systems of the human body and how they translate into movement
- Explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity

Content

The course will cover the following topics:

- Energy systems
- Muscular system
- Cardiovascular system
- Respiratory system
- Sports coaching practices
- Australian National Physical Activity Guidelines
- Promoting physical activity

Assessment

The assessment will encompass a range of tasks including:

- Research projects
- Tests
- Practical participation
- Examination

Systems Engineering Units 1 & 2 (VCE)

(not offered in 2018)

Aims

Systems Engineering involves the design, creation, operation and evaluation of integrated systems. Students will combine programming skills learnt in class to the development of mechanical and robotic systems. Students will:

- Learn about the fundamental mechanical engineering principles and the components and parts required to produce an operational system
- Be provided with the opportunity to produce, test and evaluate an operational system, which will contain mechanical components and elements
- Investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components
- Make, test and evaluate an electrotechnology system

Areas of Study

Unit 1: Introduction to mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Outcome 1

On completion of this unit the student should be able to describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro- mechanical system.

Outcome 2

On completion of this unit the student should be able to make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

Unit 2: Introduction to Electrotechnology Systems

In this unit students study fundamental electrotechnology engineering principles.

Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system.

Outcome 1

On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

Outcome 2

On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

Assessment

The assessment tasks for both Units 1 and 2 are selected from the following:

- Documentation of the Systems Engineering Process using one or more of: multimedia presentation, folio, brochure, poster, report,
- Production work
- Practical demonstrations
- Test
- Oral presentation
- Project-based learning

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

Including VCE Prerequisites and Sample Courses

CAREER
GUIDANCE

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
- Computing
- Health & Human Development
- Hebrew
- Mathematical Methods
- Philosophy
- Psychology
- 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.

Business Management	B in Year 9 English
Hebrew	A in Year 9 Hebrew Extension
Health & Human Development	B+ in English or B in PE/Health Elective
Computing	B in Year 9 IT or an overall average of B in Year 9
Mathematical Methods	B+ in Year 9 Mathematics Extension
Philosophy	A in English or A in History
Psychology	B+ in Year 9 English or A in Biology component of Science
Systems Engineering	B in Physics component of Science or B in IT

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.

STUDY	MINIMUM PREREQUISITE GRADE IN YEAR 10 <i>(based on overall unit grade and/or exam score)</i>
Accounting 1&2	C in Mathematics
Biology 1&2	C in Science and B in Biology component
Business Management 3 & 4	B in English and B in Business Management 1 or 2
Chemistry 1&2	C+ in Chemistry component in Semester One 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 English
Health & Human Development 1 & 2	B in English
Health & Human Development 3 & 4	B in English
Hebrew 1 & 2	C+ in Year 10 Hebrew
Hebrew 3 & 4	A in Units 1 & 2
History 1 & 2	C+ in History or B in English
History Revolutions	A in English OR A in History

Information Technology 1 & 2 (offered alternative years)	
Information Technology 3 & 4	B in Information Technology Units 1 or 2
Legal Studies 1 & 2	C in English
Legal Studies 3 & 4	B in English or C in Legal Studies 1 & 2
Literature 1 & 2	B in English
Mathematical Methods 1 & 2	C+ in Mathematic Extension or B+ in Mathematics
Mathematical Methods 3 & 4	B+ in Mathematics Methods 1 & 2
Media 1 & 2	B in Year 10 Media
Music 1 & 2	C in Theory Components
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	D in English
Religion and Society 3 & 4	B in Jewish Studies and B in English
Art 1 & 2	B in Theory components of Art
Systems Engineering (offered alternative years)	
Texts and Traditions 1 & 2	B in English
Theatre Studies 1 & 2	C+ in Year 10 Drama
Visual Communication Design 1 & 2	B in Visual Communication Design or B in Art

Some Sample Courses

Some sample courses appear on the following pages. These are for demonstration purposes only. Individual students must plan their courses in consultation with the Careers Advisor.

Sample Course 1

YEAR 10	Core Subjects	Jewish Studies	Business Management Units 1 & 2	Information Technology Units 1 & 2	Mathematical Methods Units 1 & 2	French (Yr 10) Hebrew Units 1 & 2	Possible Careers Engineering Health Sciences Law/Science Medicine Nursing Physiotherapy Science Biomedicine
YEAR 11	English/Literature Units 1 & 2	Global Politics 1&2 or Religion and Society Units 1 & 2 or Units 3 & 4	Chemistry Units 1 & 2	Biology Units 1 & 2 or Physics Units 1 & 2 or Psychology Units 1 & 2 or Physical Ed. Units 1 & 2	Mathematical Methods Units 1 & 2 or Units 3 & 4	French Hebrew Units 1&2 or Units 3 & 4	
YEAR 12	English/Literature Units 3 & 4	Religion and Society Units 3 & 4	Chemistry Units 3 & 4	Biology Units 3 & 4 or Physics Units 3 & 4 or Psychology Units 3 & 4 or Physical Ed. Units 3 & 4	Mathematical Methods Units 3 & 4 or Specialist Mathematics Units 3 & 4	French Hebrew Units 3 & 4	

Sample Course 2

YEAR 10	Core Subjects	Jewish Studies	Business Management Units 1 & 2	Information Technology Units 1 & 2	Mathematical Methods Units 1 & 2	French (Yr 10) Hebrew Units 1 & 2	POSSIBLE CAREERS Accounting Banking and Finance Commerce Computing Entrepreneurship International Trade Law/Commerce Marketing Network Business
YEAR 11	English Literature Units 1 & 2	Global Politics 1&2 or Religion and Society Units 1 & 2 or Units 3 & 4	Business Management Units 3 & 4 or Legal Studies Units 1 & 2	Systems Engineering Unit s1/2 or IT Units 3/4	Mathematical Methods Units 1 & 2 or Units 3 & 4	Accounting Units 1 & 2	
YEAR 12	English/Literature Units 3 & 4	Religion and Society Units 3 & 4	Legal Studies Units 3 & 4	Systems Engineering Units 3/4	Mathematical Methods Units 3 & 4 or Further Mathematics Units 3 & 4	Accounting Units 3 & 4	

Sample Course 3

YEAR 10	Core Subjects	Jewish Studies	Business Management Units 1 & 2	Media (Yr 10)	Mathematical Methods Units 1 & 2	French (Yr 10) or Hebrew Units 1 & 2	POSSIBLE CAREERS Industrial Design Graphic Design Interior Design Fashion Design Visual Merchandising Communication Design
YEAR 11	English Literature Units 1 & 2	Global Politics Units 1/2 or Religion and Society Units 1 & 2 or Units 3 & 4	Art Units 1 & 2	Systems Engineering Units 1/2	Psychology Units 1 & 2	Visual Communication Design Units 1 & 2	
YEAR 12	English/Literature Units 3 & 4	Religion and Society Units 3 & 4	Art Units 3 & 4	Systems Engineering Units 3/4	Psychology Units 3 & 4	Visual Communication Design Units 3 & 4	

Sample Course 4

YEAR 10	Core Subjects	Jewish Studies	Business Management Units 1 & 2	Information Technology Units 1 & 2	Mathematical Methods Units 1 & 2	French (Yr 10) Hebrew Units 1 & 2	POSSIBLE CAREERS Human Resources Marketing Sports Psychology Sports Management Youth Leadership
YEAR 11	English Literature Units 1 & 2	Global Politics Units 1/2 or Religion and Society Units 1 & 2 or Units 3 & 4	Psychology/Biology Units 1 & 2	Information Technology: Units 3 & 4	Mathematical Methods Units 1 & 2 or Units 3 & 4	History 1 & 2 or Health and Human Development 1&2 or Physical Education Units 1 & 2	
YEAR 12	English/Literature Units 3 & 4	Religion and Society Units 3 & 4	Psychology / Biology Units 3 & 4	Physical Education Units 3/4	Mathematical Methods Units 3 & 4 or Further Mathematics Units 3 & 4	History Units 3 & 4 or Health and Human Development 3 & 4	

Sample Course 5

YEAR 10	Core Subjects	Jewish Studies	Business Management Units 1 & 2	Information Technology Units 1 & 2	Mathematical Methods Units 1 & 2	French (Yr 10) Hebrew Units 1 & 2	POSSIBLE CAREERS Librarians Teaching Law Music Theatre Production Editing Professional Writing
YEAR 11	English Literature Units 1 & 2	Global Politics 1&2 or Religion and Society Units 1 & 2 or Units 3 & 4	History Units 1 & 2	Theatre Studies Units 1 & 2 or Music Units 1 & 2	Health and Human Development Units 1 & 2 Or Physical Education Units 1 & 2	French Hebrew Units 1&2 or 3 & 4	
YEAR 12	English/ Literature Units 3 & 4	Literature Unit 3/4	History Units 3 & 4	Theatre Studies Units 3 & 4 or Music Units 3 & 4	Health and Human Development Units 3 & 4 Or Physical Education Units 3 & 4	French Hebrew Units 3 & 4	

Senior School
(Years 6 – 12)
517 Orrong Road,
Armadale Vic 3143
PO Box 286,
Malvern Vic 3144
Tel: 9291 7900
Email: senior.school@kds.vic.edu.au