



Bialik College

Bialik College (Nominees) Pty Ltd

A.B.N. 27 004 987 062

Year 10 2009 Curriculum Outlines

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Principal
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Year 10 2009



Core (Compulsory) Subjects	Number of Periods per Week
English	5
Hebrew	4
History	3
Jewish Studies	5
Mathematics	5
Science	4
Sport	3

Elective Subjects*	11 periods per week in total
<p><u>BLOCK A: (VCE subjects): Choose ONE subject</u> Business Management 1 & 2 Dance 1 & 2 Health & Human Devevelopment 1 & 2 Information Technology 1 & 2 Philosophy 1 & 2 Twentieth Century History 1 & 2 VET Sport & Recreation</p> <hr/> <p><u>BLOCKS B & C: Choose TWO subjects</u> Art Business Studies Comparative Genocide Studies Drama French Health & Fitness Media Studies Multi-Media Music Robotics Spanish Visual Communication & Design</p>	<p>5 periods per week</p> <hr/> <p>3 periods per subject (3X2 = 6 periods)</p>

* Students may change their elective at the end of Semester One if timetable and prerequisites (see subject Curriculum Outlines' booklet) permit. Please note: a few electives in Blocks B and C are only one-semester courses and students who take these subjects (see Curriculum Outlines' booklet) will have to pick up another elective at the end of Semester One.

Art Course Outline 2009 Year 10

RATIONALE

Students undertake a broad investigation of Art techniques and processes in order to develop skills, knowledge and the ability to explore creative ideas from a range of starting points. Students are encouraged to become independent in their approach to generating, developing and refining ideas. Students continue to respond to artworks from different historical and cultural contexts and justify personal evaluations through critical analysis.

CURRICULUM FOCUS

Students are encouraged to develop a personal and creative approach to the exploration of two dimensional and three dimensional media. A folio is used to document and reflect on their artistic journey. Students analyse a range of artists and artworks that are examined within the context of Art History. Art is analysed in terms of historical, cultural, formal and Post-modern interpretive frameworks.

SEMESTER ONE: TWO DIMENSIONAL PROJECTS

Creating Narrative:

Students explore drawing, printmaking and/or painting in order to create final artworks that explore narrative.

The Human Figure:

Students create a series of drawings that depict the human figure. The drawing of form and movement is studied.

Art Insight Theory:

Students undertake a formal study of a range of artworks that relate to their artistic practice. Attention is paid to artists who depict the human figure and explore narrative in their work

SEMESTER TWO: SCULPTURE

Mixed Media

Students create artworks that incorporate digital photography and collage in order to apply their understanding of Post-modern Art practices.

Contemporary Sculpture

Students investigate contemporary art practices and are encouraged to create a sculpture that explores an individual concept or theme.

Art Analysis:

Students analyse artworks that relate to their artistic practice with a focus on Australian and contemporary artists.

ASSESSMENT

Students produce a folio of work that is assessed according to criteria. Finished artworks are submitted with developmental work. Students Art Analysis skills are assessed with a range of tasks including an examination.

Business Management Course Outline 2009 Units 1 & 2

RATIONALE

Business Management examines the ways in which people at various levels within a business organization manage resources to achieve the objectives of the organization. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organizations.

The study recognizes that there is a range of management theories rather than a single theory of management.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

CURRICULUM FOCUS

UNIT 1: SMALL BUSINESS MANAGEMENT (FIRST SEMESTER)

Small, rather than large, businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Area of Study 1: Business Concepts

This area of study provides students with an understanding of the broad business concepts which apply to the management of organisations of varying size, complexity or industry setting.

These concepts will give students an understanding of the characteristics of a range of businesses, and the business and support services available to management.

Area of Study 2: Small Business Decision-Making, Planning And Evaluation

There are many decisions and considerable planning to be undertaken prior to the commencement or purchase of a business. This area of study examines many of these, with the view that informed decisions made initially will lay sound foundations for a successful small business. On completion of this unit the student should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.

Area of Study 3: Day-To-Day Operations

This area of study examines the essential, on-going activities which sustain an ethical small business and promote its successful growth. There are various areas where skills should be developed in order to conduct a small business in its operational phase. These skills include: introductory accounting, management of staff, future development and growth, information and communications technologies in small business, and introductory legal responsibilities.

UNIT 2: COMMUNICATION AND MANAGEMENT (SECOND SEMESTER)

This unit focuses on the importance of several key aspects of small business management.

Area of Study 1: 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. On completion of this unit the student should be able to explain and apply a range of effective communication methods and forms in business-related situations.

Area of Study 2: 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. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment.

Area of Study 3: Managing the Public Relations Function

This area of study involves an examination of the role management plays in creating and maintaining the public image of the business. The public relations function can be considered as an application of fundamental communication processes and strategies. Public relations objectives, strategies and tactics are used in a range of planned and unplanned business situations.

ASSESSMENT

Assessment is based on the student's overall performance on tasks designated for the unit.

Typical assessment tasks include:

- development of a business plan;
- interview and report on contact with business;
- business simulation exercise;
- school-based, short-term business activity;
- essays;
- tests;
- business survey and analysis;
- media analysis.

Business Studies Course Outline 2009 Year 10

RATIONALE

Year 10 Business Studies fits under the key learning area (KLA) known as Studies of Society and Environment (SOSE).

The reasons for the incorporation of Business Studies within the Year 10 curriculum include:

- SOSE expects students to consider how people organise themselves in various communities at a local, national and international level to gain an understanding of their world.
- SOSE attempts to develop student knowledge of the Australian society, our place in the Asia-Pacific community and our role as a member of the world community.
- The skills and values that students acquire help them participate as informed, responsible and active participants in their community.

CURRICULUM FOCUS

Individual financial management.

- The Australian economy and our responsibilities within the global community.
- An introduction to the Australian legal system.
- Government and parliamentary democracy in Australia.
- Running a business activity – boom or bust?

COURSE STRUCTURE

Business Studies is offered as two semester units. Students can study both units for the school year or a single unit for one semester. Students can study Business Studies in Semester Two without completing Semester One.

BUSINESS STUDIES: SEMESTER 1

- Money and Personal Finance.
- Small Business Planning and Operation.

BUSINESS STUDIES: SEMESTER 2

- Introduction to Economics.
- Australian Law, Politics and Citizenship.

ASSESSMENT

Tests, essays, reports, research tasks, homework, and both a mid-year and end-of-year examination.

Comparative Genocide Studies

Course Outline 2009

Year 10

RATIONALE

This subject introduces students to some of the ways in which conquered, occupied and/or disempowered peoples and groups have been (and are) exposed to genocidal forms of physical and cultural destruction, and explores a number of options to confront genocide and enhance human rights in the contemporary world.

CURRICULUM FOCUS

The subject covers the following issues:

- A brief look at the concept and history of the term genocide, how the term should be used, and what the circumstances are for describing an act as genocide or not.
- An examination of a series of case studies of genocide, selected for specific purposes which become clear as the students work through them. These can include a range of topics including Armenia, indigenous peoples in Australia and North America, Bosnia, Cambodia, East Timor and Rwanda.
- A consideration of some of the responses that take place (or do not take place) in the presence of genocide, and what forms of action can be introduced both to ease distress and bring it to an end.

SEMESTERS

The subject is divided into two distinct semesters, covering two different themes, as follows:

- Semester 1: The History of Genocide.
- Semester 2: The Present and Future of Genocide.

ASSESSMENT

Assessment is comprised of essays, projects, classroom exercises and both a mid-year and an end-of-year examination. Students will be assessed on such skills as research, written prose, factual content and recall of detail, contextual framework, and depth of understanding.

Dance

Course Outline 2009

Units 1 & 2

RATIONALE

This study is designed to develop students' understanding and appreciation of dance as an art form that is based on the investigation and communication of ideas, themes and concepts. The potential range of expressive intentions that a choreographer, alone or in collaboration with others, can explore is extensive. The elements or formation of movement itself can be the source of inspiration as can personal life experience, or observations of and reflection on the world we live in.

The study focuses on development of students' technical and physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider cultural influences on the expressive intention, form and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles and/or traditions. Cultural influences on technical and production aspects in dance works are also studied.

Throughout the study students undertake systematic training in technical and physical skills which enables them to safely execute a diverse range of expressive body actions. Students develop and refine their technical and choreographic skills by exploring personal and learnt movement vocabularies and ways in which movement can be created and arranged to communicate, in a safe way, the expressive intention of the dance-maker. Students perform choreographed or learnt solo and group dance works using different dance-making processes, and study ways in which ideas are communicated choreographically and through performance skills in their own and others' dances.

CURRICULUM FOCUS

Unit 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Outcome 1

On completion of this unit the student should be able to describe and document the expressive intention, body actions and technical and physical skills used in their own and other choreographers' dance works; and discuss cultural influences that impact on their own dance-making.

Outcome 2

On completion of this unit the student should be able to choreograph and perform a solo or group dance work with a unified composition that communicates an expressive intention and complete structured improvisations.

Outcome 3

On completion of this unit the student should be able to expressively execute the body actions of a learnt solo or group dance work to communicate the intention of the choreographer, through the safe use of technical and physical skills.

Outcome 4

On completion of this unit the student should be able to describe the safe use, maintenance and physiology of the dancer's body, and methods and alignment principles which facilitate development of technical and physical skills.

Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students are also introduced to pre-1930 dance tradition/s, style/s and/or works. Dance tradition/s, style/s and/or work/s selected for study might encompass dance tradition/s of indigenous cultures through to the works of ballet choreographers such as Leonide Massine and Michel Fokine, modern dance created by Ruth St Denis and Ted Shawn, early musical theatre/film choreography of Busby Berkeley and/or the work of tap/jazz performer Bill Robinson (Bojangles).

Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.

Outcome 1

On completion of this unit the student should be able to analyse and discuss ways elements of movement are manipulated to communicate an expressive intention, and cultural influences on selected pre-1930 dance traditions, styles and/or dance works.

Outcome 2

On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making and performance processes used in their own works.

Outcome 3

On completion of this unit the student should be able to expressively execute manipulations of the elements of movement in a learnt solo or group dance work to communicate the choreographer's expressive intention, through the safe use of technical and physical skills, and analyse the processes used to learn, rehearse and perform the work.

ASSESSMENT

Unit 1

Outcome 1- Report on technical and physical skills used in their own and other choreographers' danceworks.

Outcome 2- Performance of a solo or a group dance work choreographed by the students.

Outcome 3- Performance of a learnt solo or group dance work.

Outcome 4- Report on physiology of the dancer's body and principle's which facilitate development of physical and technical skills.

Unit 2

Outcome 1- Report on pre-1930 dance traditions, styles and dance works.

Outcome 2- Performance of a solo or group dance work that is choreographed by the student and a written report on the performance processes.

Outcome 3- Performance of a learnt solo or group work and a report on the processes used to learn, rehearse and perform the dance work.

Drama

Course Outline 2009

Year 10

RATIONALE

Drama students in Year 10 will gain insight into a diverse range of performance spaces and how they impact on the performer. Students will present performance work in a range of performance spaces to enhance their understanding and awareness of how these spaces can be affected by the performer. Students gain confidence in selecting forms of dramatic expression appropriate to the performance space. They will learn how to confidently articulate and justify their choices whilst understanding how these choices have affected the performance.

CURRICULUM FOCUS

Semester 1: Alternative Spaces and Classical Text

Students explore a multitude of traditional and alternative performance spaces with the aim of creating a performance in an alternative space. They will acquire the skills necessary for dealing with such factors as, performing to a mobile audience and working with limited production resources. The focus is on overcoming the obstacles faced when performing in an alternative space such as exposure to the elements, distractions to audience focus and the exclusion of theatrical devices. Students will learn techniques used in the development of visual and physical theatre.

Students also develop and explore performance of classical text. They will be introduced to the methods used in understanding and interpreting lyrical and symbolic language. Students will learn an appreciation for metre, rhyme and rhythm and will understand how these aspects of language can be accentuated in performance. They will ultimately be responsible for presenting a section of classical text which demonstrates an understanding of their learning in this unit.

Semester 2: Theatre in Education and Production & Performance

Students also explore how theatre can be used as a medium for communicating information and facilitating learning in a unit of study entitled "Theatre-In-Education". Students will develop short performances based on a children's book which they will present to a young audience. They learn how to engage a young audience and enhance their performances through the incorporation of theatrical conventions and stagecraft elements.

Students create and devise a performance based on a given stimulus. They develop skills in stagecraft areas and learn about the processes involved in mounting a production.

ASSESSMENT

Students are expected to keep a journal of their work in Drama. In this journal they are expected to respond to the effectiveness of their process in the development of their work and explore how their performances might be extended or further developed.

Students will be assessed on their ability to complete a range of tasks including: devised performance work, production assignments, text presentations and performance analysis writing. Students will also be expected to complete a number of drama contracts throughout the year. These contracts aim to facilitate independent learning in the dramatic arts and allow students the freedom to choose their own areas of learning in this subject.

English

Course Outline 2009

Year 10

RATIONALE

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

CURRICULUM FOCUS

This study focuses on the development of a critical awareness of language and how it both shapes and is reflected in texts. Students will use this knowledge as the foundation for more structured critical appreciation and analysis in their VCE English studies. There is an emphasis on developing a critical understanding of the mass media and the differences between various media types. Students are helped to develop further their ability to write appropriately and effectively in a range of text types for a variety of purposes, and to write expressively and in detail about their thoughts, feeling, opinions and ideas. Among the text themes discussed are the concepts of social commitment, prejudice, and rites of passage. There is considerable attention given in this study to the construction of formal essays, with focus on the development of contentions, logical sequencing of paragraphs, and the inclusion of relevant introductions and conclusions.

ASSESSMENT

Assessment in this subject is ongoing and includes assignments, oral presentations, tests, writing tasks, text responses, mid-year and end of year examinations.

French

Course Outline 2009

Year 10

RATIONALE

French is taught for the following reasons:

- It is spoken in 44 countries, which together make up a quarter of the world's nations.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games.
- It is a commercially important language in a united Europe.
- It enables easier access to scientific, academic and classical literary publications.
- It opens the doors to first-hand knowledge of France's contemporary advancements in technology, viticulture, cosmetics, fashion, gastronomy and the arts.
- It is a stepping stone to the easy learning of other romance languages such as Italian, Spanish and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

CURRICULUM FOCUS

Schooling, traveling in Morocco and other French speaking countries, friendships and relationships, going out, historical connections between Australia and France, and careers are topics used as a springboard to teach the four skills assessed in language learning: speaking, writing, reading and listening.

The student should be able to

- conduct a rehearsed or unrehearsed conversation about topics covered, asking and responding to questions;
- read and write short paragraphs, postcards, social and official letters, emails on topics covered;
- listen to spoken French to carry out written or spoken activities.

ASSESSMENT

Progress will be assessed by:

- regular tests on vocabulary and grammar;
- performance of dialogues and role-plays;
- listening and reading comprehension tests;
- projects on cultural background outlined above;
- entering Alliance Francaise Poetry Competition;
- entering the Australian Language Certificate (Intermediate level) competition run by the Australian Council of Educational Research;
- an examination at the end of semesters 1 & 2.

Health & Fitness Course Outline 2009 Year 10

RATIONALE

- To gain an insight to individual fitness levels.
- To provide students with an opportunity to develop self-awareness through the studies of human anatomy, physiology and performance evaluation.
- To develop knowledge of skills and rules specific to major games.
- To develop communication and presentation skills through peer teaching.
- To expose students to the notion of water awareness.

CURRICULUM FOCUS

The course consists of practical and theoretical sessions.

Topics include:

Semester One

- Skill classification: fine and gross motor skills; open and closed skills; and discrete, continuous and serial skills.
- Stages of learning.
- Sports' coaching.
- Development of physical skills through major and minor games.
- Skill acquisition.

Semester Two

- First aid: Level Two accreditation.
- Joints and actions.
- Aquatics unit.
- Development of physical skills through major and minor games.
- Skill Acquisition.

ASSESSMENT

Assessment is based on class participation, skill competence, attitude, workbook, assignments and tests.

Health & Human Development Course Outline 2009 Units 1 & 2

RATIONALE

Unit 1

The transition from childhood to adulthood is a time that brings about enormous changes in physical, social, emotional and intellectual development. There is wide variation in development as a result of inherited and environmental factors. Optimal health and development for male and female youth sets the foundation for optimal health and development in adulthood. Good health is an important determinant for optimal development. In general, the health status of male and female youth in Australia is good and continues to improve. However, there are also many challenges to maintaining optimum health and development for youth. This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise the health and development of youth.

Unit 2

In Australia, families, communities and governments play a key role in optimising the health and development of individuals across the lifespan. Beyond the particular responsibilities of families, the community and governments have a responsibility to provide a range of services and programs that will help to optimise the health and development of all Australians. Despite relatively high levels of community and government involvement, considerable differences in health and developmental outcomes continue to be experienced by some social and cultural groups. In particular indigenous Australians, some rural and remote communities and Australians from lower socio-economic backgrounds experience less than optimal health and development.

In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors. Students will also examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

CURRICULUM FOCUS

Unit 1

1. Understanding health and development

This area of study provides students with an understanding of the concepts of health and development. In investigating these concepts students will become aware of the interrelationships that exist between them. Students will also develop an understanding of how different environments influence health and development. This understanding provides a basis for investigating the possibility of varying health and developmental outcomes between individuals and across populations.

2. Transition to adulthood

There are many physical, social, emotional and intellectual changes that occur as a child moves from being a dependent person to an independent young adult. These changes occur at different times for different people and often extend into early adulthood. 'Adolescence' is

a term that is culturally rather than biologically defined. More recently, the term 'youth' has been used as a more contemporary reflection of new ways of understanding and interpreting the changes that are associated with the transition from childhood to adulthood.

3. Challenges for youth

This area of study focuses on a range of challenges to the health and development of males and females. Students will investigate at least one challenge and explore the impacts of physical, social, economic and political factors that produce a diversity of personal health and developmental outcomes.

Students will explore the degree of control individuals have over their own health and investigate protective factors that influence their health and development. Possible challenges for investigation include sexual and reproductive health, interpersonal relationships, drug use, living independently, mental health, and road, community or sun safety.

Unit 2

1. Health and development of young Australians

The majority of children in Australia aged 0–14 years enjoy good health and their level of health has generally improved over time. Health is particularly important during childhood, especially early childhood when development is intense and the health and development of children forms the basis of their health and development in adult life. Families play a key role in optimising the health and development of children. Beyond families, the community also has a responsibility to assist in making informed decisions about children's health and development by providing a range of services and programs that will help to optimise the health and development of all young Australians. Despite this, there are marked differences in health outcomes for some young people, particularly indigenous children, children living in rural and remote communities and children from lower socio-economic backgrounds. In this area of study students explore how families and a range of community services and programs can assist in optimising the health and development of all young Australians.

2. Adult health and development

Adulthood is a time when new relationships are formed which may or may not include children and when finding employment becomes important. These activities and relationships contribute to the development of identity and self-esteem; influence social and economic status; and provide social contacts and ways of participating in the community, all of which promote health and development. Adulthood is the longest period of the lifespan and many adults may experience health problems as a result of the normal physiological changes that occur with ageing, the influence of earlier development and lifestyle choices and social and economic factors. In this area of study students will investigate the role of families and the wider community in promoting the health and development of adults. Students will also explore the requirements for optimal health and development throughout adulthood and investigate inequities in health and developmental outcomes for adults in Australia.

3. Health care in Australia

The organisation and delivery of health care in Australia is dynamic and continually changing. Health care in Australia consists of a range of services that are funded in many different ways. The health care system includes rehabilitation, illness prevention and health promotion together with the treatment of illness. Along with changes in community expectations there have been many changes in the way health services are organised and delivered in Australia. These changes will continue in order to respond to the range of future health care needs. This area of study explores the health care system and the impact on individuals and groups within Australia.

ASSESSMENT

Units 1 & 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks for these units are:

- Data analyses;
- Media analyses;
- Reports – written and oral;
- Case Study analyses;
- Structured questions;
- Research tasks.

Hebrew Course Outline 2009 Year 10

RATIONALE

Hebrew language is an essential component of the core curriculum for all students from K-12. The content of the Hebrew curriculum provides a meaningful basis for language learning, and interesting content provides a purposeful and motivating context for learning the communicative functions of a second language. Integrating language and content promotes the development of communicative competence. The orientation toward communication places Hebrew language learners in a living laboratory, in which process is the primary focus of planning and instruction.

CURRICULUM FOCUS

The course focuses on exploring the extent and limitations of the language learnt. Students develop strategies to maximize and extend their language skills and knowledge, together with cultural understanding. Students use oral and written language to explore topics such as aliyah and Israeli lifestyle, places of interest in Israel, leisure, relationships, study, careers and the media. They also focus on issues of concern to young people such as globalization, environmental issues and the impact of technology. Reading strategies are further developed using the newly-developed textbooks *Ometz 10*, and *Etgar 10*. Topic areas include modern Hebrew literature, topics in the history of Zionism and early settlement in Israel, places of interest in Israel, war and peace and some moral dilemmas. Selected poems from the writings of CH. N. Bialik are also studied.

ASSESSMENT

Assessments are performance-based and include both formative (ongoing evaluation of student progress during a learning activity) and summative (evaluation of the end product of student learning activities) components, such as manipulating language to express their own personal meaning and demonstrate understanding of a range of spoken and written conventions in Hebrew. These assessments facilitate student reflection on the learning process and the improvement of learning. Students will sit a mid-year and an end-of-year examination.

History

Course Outline 2009

Year 10

RATIONALE

History is the study of the past serving to extend and to enlarge our own, personal experience and to orient contemporary issues, values, goals and behaviour. This study helps the student acquire a good general knowledge of a particular period and of how different societies function and change. It provides the student with the technical and methodological skills to think critically and the ability to argue one's position against other points of view.

CURRICULUM FOCUS

The area of study for Year 10 in Semester 1 covers China - a prelude to Revolution, Revolutionary ideas, leaders, movements and events and the creation of a new society.

The area of study for Year 10 in Semester 2 covers the emergence of the United States, from being a new nation in 1776, to a global power by 1917.

In both semesters, key events, individuals and ideas are studied, and placed in their appropriate historical context.

ASSESSMENT

Students are required to develop the skills necessary to examine critically information and develop analytical responses. Skills assessed include critical reading, note taking, research, and organisation of information, and the planning and the presentation of accurate and comprehensive verbal and written responses. Year 10 students have mid-year and final examinations, as well as ongoing assessment.

Information Technology

Course Outline 2009

Units 1 and 2

RATIONALE

VCE Information Technology Unit 1 and Unit 2 focus on how individuals use, and can be affected by, ICT. Students acquire and apply a range of skills to create information that persuades, educates or entertains. They will use software to create solutions and information products and develop an appreciation of the hardware components to become capable users.

CURRICULUM FOCUS

- Analysis and study of threats to security within the network to include viruses, spyware and intruders.
- Issues with e-commerce to include the design of websites, javascript and copyright .
- Techniques for multimedia webauthoring and the production of online user documentation.
- Study of the components of information systems to include network topologies and transmission media.
- Strategies and project management tools to coordinate tasks, people and time to produce information solutions and products.

Unit 1: IT in Action

Outcome 1: Transform an existing printed information product into an on-screen information product to meet a specific audience need.

Outcome 2: Investigate the capabilities of database management software to design and solve an information problem.

Outcome 3: Analyse a contemporary ICT issue and substantiate a point of view with an on-screen information product.

Unit 2: IT Pathways

Outcome 1: Demonstrate progression in the ability to use a programming or scripting language.

Outcome 2: Represent a networked information system and describe the data flow, the data storage and the data processing.

Outcome 3: Software engineering to meet a specific information need and take into account user acceptance testing.

ASSESSMENT

Students must complete all Outcomes to a satisfactory standard. Each Outcome includes a minimum set of requirements. There will be written reports, software-based output and tests.

Jewish Studies

Course Outline 2009

Year 10

RATIONALE

The Jewish Studies curriculum includes an historical component, a Tanach component, and a festival component. It provides students with the opportunity to examine in depth the causes of the Holocaust, its terrible impact on the Jews of Europe, and the establishment of the State of Israel. Tanach study continues with the Book of Exodus. Parallels are drawn between our ancient history and the events which occurred in Germany in the era prior to the Holocaust. The Jewish festivals provide a dependable structure throughout the year for students to reacquaint themselves with the customs and traditions of the festivals, and to develop new understandings of the festivals' importance commensurate with the students' developing intellectual abilities.

CURRICULUM FOCUS

The *historical focus* consists of an examination of the end of World War One, and of how the Treaty of Versailles helped to pave the way for the resurgence of an armed and nationalistic Germany. The origins and rise of the Nazi party are considered, as is Hitler's unique role in the rise of anti-Jewish policies and programs. Students also examine the Holocaust through in-depth study of literature, documents and film. The stages of the 'Final Solution', Jewish resistance, the role of bystanders in the Holocaust, and rescue attempts are also investigated. The curriculum concludes with the aftermath of the Holocaust and contemporaneous developments in the British Mandate of Palestine, including the War of Independence and the establishment of the State of Israel.

Israel continues to be a connecting theme throughout the year, particularly through regular review of contemporary issues as reflected in appropriate media.

The study of *Tanach* continues with the Book of Exodus. Topics include the ten plagues, the splitting of the Sea of Reeds, and this unit culminates with the Revelation at Mt. Sinai. Important Jewish values, concepts and beliefs are examined as they are expressed in the text. Specific skills in textual analysis are reinforced and new ones introduced. *Midrashim* and various commentaries, including those of contemporary scholars, are also examined to provide a deeper understanding of the incidents and values expressed in the text. Students are encouraged not only to appreciate the voice of tradition, but to create and share their own understanding of the text.

The *Jewish Festivals* continue to provide a dependable structure throughout the year for students to reacquaint themselves with the customs and traditions of the festivals, and to develop new understandings of their importance commensurate with their developing intellectual abilities. Close attention is paid to Purim as it depicts a Jewish community suffering from anti-Jewish policies, much like that of the Jews of Germany and Europe. *Yom HaShoah, Holocaust Remembrance Day*, is also given close attention as students are involved in the preparation and presentation of Bialik College's Holocaust Learning Centre during the week of *Yom HaShoah*.

ASSESSMENT

Students are assessed through tests, the mid-year and end-of-year exams, reports, short assignments, class presentations, and student participation.

Mathematics

Course Outline 2009

Year 10

RATIONALE

At this level students should be operating confidently with the number system. A more conceptual approach is taken in the study of Number; Space; Measurement, Chance and Data; Structure and Working Mathematically. The role of formal proof and the need for logical justification of arguments in establishing mathematical propositions become increasingly important. Students consider the validity of mathematical models and a range of approaches to problem solving. Students are encouraged to work from the particular to the formulation of generalisations. Practice of the manipulation of algebraic expressions is emphasised throughout this level.

CURRICULUM FOCUS

Students study various topics from the strands of the VELS curriculum at levels ranging from 5 to 6. Briefly these include:

Number:

Equivalence of fractions, decimals, ratio and percentages as interchangeable representations; reciprocals, perfect squares, square roots, cube and cube roots, rounding; representation of the reals, rationals, irrationals, integers, and natural numbers on a Venn diagram; solution of problems involving ratio and proportion; simplification including rationalisation of surds; the Fibonacci sequence and the golden ratio; division and multiplication of numbers in index form including scientific notation and significant figures; the Euclidean division algorithm to find the GCD of two natural numbers; estimation of irrationals by rationals; compass and straight edge construction of surds, the use of open and closed intervals to represent sets of reals; modulo arithmetic; matrices and Gaussian integers; ordering of the reals with $<$, proving simple properties of the reals using $<$.

Space:

Construction of two and three dimensional shapes according to specifications of length, angle and adjacency; geometry of parallel lines and transversals, angle properties of triangles, quadrilaterals and circles; two dimensional nets to represent prisms and pyramids; congruence and similarity of 2D and 3D shapes; tessellation of irregular shapes; single point and two point perspective; grids, nets, isobars, scales and bearings to specify location and direction on plans and maps; networks and connectedness; bearings and representation of points on the surface of the Earth by latitude and longitude, great circle pathways on spheres; application of geometrical transformations to graphs; representing three dimensional objects using lines and curves; surfaces and planes of cuboids, pyramids; study of cones, spheres, cylinders and polyhedra; elementary non-Euclidean geometry eg projective geometry and fractal geometry; solution of mathematical puzzles using topological property of connectedness; invariance under transformations.

Measurement, Chance and Data:

Mensuration involving 2D and 3D figures; conversion of units of measurement; use of technology to generate random numbers and for simulations; computing probabilities; gathering and representing data, summary statistics; Pythagorean theorem and its applications; ratio and proportion; variation; trigonometric ratios and their applications; sets and their applications.

Structure:

The study of the integers, rationals, irrationals and reals and their representation using Venn diagrams and interval notation; study of sets including applications to problem solving; testing the validity of statements formed by the use of connectives; exponent laws for multiplication and division; substitution and re-arrangement of formulae; geometric transformations covering translation, rotation, reflection, dilation and their inverses; solution of equations and inequations; solving simultaneous equations; functions and their graphs; the quadratic function and its applications, intersection of the graphs of linear and quadratic functions, factorising quadratic expressions, turning point form of a parabola; first and second order differences for sequences; probability and its applications; the field laws for reals; the circular function $y = \sin(x)$ and $y = \cos(x)$ with angles in degrees; solution of simultaneous equations involving linear-hyperbolic and linear – quadratic by numerical methods.

Working Mathematically:

Deductive proof in different contexts such as geometry and number theory; use of technology for a range of mathematical purposes including numerical computations, geometric investigations, statistical investigations, simulations and algebraic explorations; construction of mathematical models for data and for physical processes; establishing or refuting the validity of assumptions using technology – geometric hypotheses and number hypotheses; using technology to find statistical models for data – least squares; appropriate use of mathematical notation to formulate mathematical problems;

ASSESSMENT

Assignments, problem solving tasks and common topic tests.

YEAR 10 MAINSTREAM MATHEMATICS:

This programme is outlined above.

YEAR 10 EXTENSION MATHEMATICS:

This programme is designed for the more able student of mathematics and covers the standard Year 10 VELS content but at a greater depth and at a more penetrating level. It includes more demanding problem solving exercises. Formal proofs feature prominently in the extension material. Ordinarily students enter this programme after the successful completion of Year 9 Extension Mathematics. Otherwise, outstanding performance in Year 9 Mathematics would be required for entry to this programme.

YEAR 10 ACCELERATION MATHEMATICS: MATHEMATICAL METHODS 1 & 2:

This programme is designed for the very able student of mathematics who is capable of learning quickly and who has a strong interest in the subject. The programme covers the content of Year 11 Mathematical Methods Units 1 & 2. Only students who have successfully completed Year 9 Acceleration Mathematics would normally enter this course. Assessment for Year 10 Acceleration Mathematics is the same as for Mathematical Methods Units 1 & 2.

FUTURE DIRECTIONS

A choice of three Mathematics subjects is available in Units 1 and 2. These are General Mathematics A, General Mathematics B and Mathematical Methods. Units 3 and 4 offer a choice of Further Mathematics, Mathematical Methods and Specialist Mathematics. A bonus is built into the scaling system by VCAA for Specialist Mathematics and Mathematical Methods. UMEP Mathematics is available if there are sufficient numbers of highly able and highly motivated students interested in tertiary studies in Mathematics. UMEP Mathematics is a Melbourne University first year university mathematics course for highly capable secondary school students and this is taught at Bialik College.

Media Studies

Course Outline 2009

Year 10

RATIONALE

The media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity.

The media not only comments on culture and values, but also reflect the society which creates them.

The study of media includes:

- Media forms such as the press, radio, film, popular music and television
- Media processes such as publishing, broadcasting, advertising, news and current affairs, and the dissemination of popular culture

CURRICULUM FOCUS

The Year 10 course is designed as a **full year's course**, to introduce students to Media Studies, and to enable students to:

- Investigate and analyze their own and others' experiences of the media
- Analyze media products to understand how meaning is constructed
- Develop an understanding of production processes involved in the construction and dissemination of mass media
- Develop the skills to plan, film and edit short films.

ASSESSMENT

- Building a media folio in which students collect and evaluate a wide range of media
- Research projects extending class work
- Thematic study of film & television, radio, newspapers, magazines, internet, etc.
- Production, in groups, of short films

Students complete group tasks, individual assignments, and semester examinations.

SEMESTER 1* : REPRESENTATIONS IN THE MEDIA / REALITY TV / FOUNDATION SKILLS FOR PRODUCTION

- *Representations* – students learn to analyze advertising and the ways that the media choose to represent groups, whether based on gender, age, race, etc.
- *Shifts in Representations* – students look back in time at the changing representations of women, including fashion, body image, expected behaviour and capabilities; these concepts are then transferred to other groups
- *Stereotypes in the Media* – students examine the ways that the media use and abuse stereotypes of race, nationality, gender, age, occupation, etc.
- *Production* – students work in pairs to edit a short music video clip.
- *Reality TV* – a study of the variety, meaning & impact of Reality TV.

*** Students are strongly advised to take Semester 1 Media as a precursor to Semester 2 Media.**

SEMESTER 2 *: REALITY TV PILOT / FILM STUDY / SHORT FILM PRODUCTION

- *Production* – students devise, film & edit their own Reality TV pilot
- *Film Study* – students undertake a close deconstruction and analysis of a famous feature film
- *The Complete Production Process* - Students learn to write, storyboard, plan and direct a short feature film

*** Students are strongly advised to take Semester 1 Media as a precursor to Semester 2 Media.**

Multimedia

Course Outline 2009

Year 10

RATIONALE

Multimedia is the processing and presentation of two or more digital media, integrating text, graphics, still and moving images, sound and video.

In this subject, students will investigate and use the skills necessary in developing multimedia systems. An indepth study of image manipulation software, its integration with sound-editing software, 2D animation and movie production will be explored.

CURRICULUM FOCUS

Hardware knowledge

General concepts relating to the hardware of the computers and other multimedia devices (eg still cameras, digital video cameras, tripods) will be continued in this semester.

Software knowledge

Advanced concepts relating to the use of 2D graphics, Photoshop, videos and other animation sequences and how to incorporate these resources into multimedia presentations. Flash 8 will be used and its drag and drop features, actionscript and the use of dynamic and input text will be investigated.

Storyboarding

Planning projects by producing storyboards of scenes including sketches, notes on animation, movie segments, sound, text and navigation cues.

Audio

General concepts relating to the use of audio files, the recording studio and the facilities within the music technology laboratory and how to incorporate these resources into multimedia presentations.

ASSESSMENT

Assessment is based on the completion of set work and projects. Each project has a minimum set of requirements and a set of extension activities.

Students are strongly advised to have solid knowledge of Photoshop, Flash and Adobe Premiere before undertaking this study.

Music

Course Outline 2009

Year 10

RATIONALE

Music is a powerful influence in the lives of children in the areas of personal, social and cultural identification, communication and emotional functioning.

Music is a medium like no other because it is used to formulate meaning through sound that has both an expressive and communicative purpose. Music has a unique contribution to make to education because of its ability to promote learning, understanding, feeling and enjoyment. This involves the sequential development of the skills and concepts inherent in this discipline.

Music encourages sharing and group interaction. Its cultural richness provides a positive outlook and a basis for understanding society. Music achievements generally lead to a sense of self-esteem and can be used to structure feeling and evoke self-discipline. Music is a means of contributing to physical development, coordination, motor skills and its therapeutic use is widely recognised.

The purpose of this subject is to develop students' knowledge, appreciation and understanding of the wide range of different types of music styles and music technology. It aims to cultivate enjoyment through experience.

CURRICULUM FOCUS

Semester One:

Performance:

Students perform in ensembles and they are encouraged to try different instruments when appropriate for the repertoire. A number of class songs are chosen each term and then performed in public.

Listening:

Students develop their aural skills through music technology, instruction and listening exercises.

Composition:

Students learn to arrange and compose in a variety of styles using various Music software programs such as -Sibelius, Sonar and Band in a Box.

Music Technology:

Students develop the ability to use a variety of software to enhance their arranging, composing, performing and listening skills. Each Semester an ensemble piece will be recorded in the studio.

Musicology and Theory:

Students will complete two assignments consisting of three assessment tasks: a research task, an arrangement task and an analysis task. This will enhance their ability to evaluate and discuss music in historical and social contexts and help them develop an understanding of the rules of music theory.

Aural/Theory:

Students will complete an Aural/Theory test at the end of the Semester.

ASSESSMENT

Students' progress is assessed and reported as part of the College's ongoing reporting system. Students undertake exams and tests throughout the year in both performance and aural components.

Semester Two:

Students cover the same areas as those covered in Semester One, with a greater degree of sophistication.

Philosophy

Course Outline 2009

Units 1 & 2

RATIONALE

Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history.

Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs?

Importantly, philosophy demands independent thinking, and develops independent reasoning skills which are highly transferable. Studies in philosophy complement courses across the VCE, interrogating underlying premises and connections between related fields. The key knowledge and skills fostered by philosophy also provide excellent preparation for any future career, whether in science or law, business or the arts. Experts in any field will inevitably confront philosophical questions.

UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts.

Area of Study 1: Metaphysics

The following philosophical issues will be discussed:

- Self and identity.
- The nature of reality.
- Free will and determinism.

Outcome 1

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

Area of Study 2: Epistemology

The following philosophical issues will be discussed:

- Knowledge and justification.
- Empiricism and rationalism.
- Scientific knowledge.

Outcome 2

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

Area of Study 3: Introduction to Logic and Reasoning

This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry. They practise some basics of formal and

informal logic and other techniques of critical thinking, such as analogy, that are essential to the study of problems in metaphysics and epistemology.

Outcome 3

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: ETHICS AND PHILOSOPHICAL INVESTIGATION

Area of Study 1: Ethics

All three of the following topics will be studied:

- Meta-ethics.
- Normative ethics.
- Applied ethics.

Outcome 1

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

Area of Study 2: Other Great Questions in Philosophy

In this area of study students investigate the following specialist topic:

- Aesthetics.

Outcome 2

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

Area of Study 3: Techniques of Reasoning

In this area of study students develop their abilities to analyse philosophical arguments, apply techniques of logic, construct and manipulate chains of reasoning, identify and describe reasoning errors, including common fallacies, and analyse and develop analogies in response to philosophical problems.

Outcome 3

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 ethics and a selected topic in philosophy.

ASSESSMENT

Assessment tasks for Units 1 and 2 are:

- essay (at least one for Unit 1 and 2);
- written analysis;
- short-answer responses;
- test;
- written reflection;
- written exercises;
- presentations (oral, multimedia);
- dialogue (oral, written).

Robotics Course Outline 2009 Year 10

RATIONALE

Robotics is an important discipline which has applications in many fields and which crosses the boundaries of other disciplines. The class is set up to allow students to feel comfortable with the new and sometimes very complicated concepts that robotics brings with it. To build an autonomous robot, students must learn the basic concepts of mechanics, engineering and computer programming. They must also learn the skills of effective communication, teamwork and problem solving.

CURRICULUM FOCUS

This course will be based primarily on the LEGO ROBOLAB. The ROBOLAB projects will be used as a means for students to understand robotic issues such as sensors, control, precision as well as data logging.

In this course students will:

- design, construct and study autonomous robot models;
- write software to program the robots;
- manipulate a robot remotely via the Internet.

ASSESSMENT

Students will be required to work cooperatively to solve a variety of challenges. Each challenge will involve the construction of a robot as well as writing a program for it to perform a particular set of tasks.

Each major project will require a written report describing the solution strategy chosen, a rationale for the design of the robot and an analysis of the program used.

Students are assessed by completing all set tasks and projects to a satisfactory standard.

Science Course Outline 2009 Year 10

RATIONALE

The aim for Year 10 science is for students to finish this course with a broad understanding of the field of science and to equip them with experiences in the fields of Biology, Chemistry and Physics and Psychology so that they can make informed choices about what type of VCE studies they may wish to pursue. Students are encouraged to develop an ability to work independently in experiments and in a variety of research situations. The course promotes the development of skills in analysing and interpreting information in an appropriate scientific manner.

CURRICULUM FOCUS

SEMESTER ONE

A number of core units will be taught, at various degrees of difficulty, to all four Science groups. Core topics will include:

- A short unit on basic scientific method.
- A biology unit based on basic genetics.
- A basic chemistry unit about bonding and equation, and types of reactions.
- A basic physics' unit based around electricity, AC/DC currents, electrical transmission.

SEMESTER TWO - YEAR 10 ELECTIVE SCIENCE UNITS

Students will be required to take three of the following units. These, and other, units may be offered more than once in Semester Two but may only be selected once by any student.

1. Old Plague, New Plague?

Themes: This unit examines the science behind medicine and disease. Ethical considerations regarding the treatment of illnesses are also considered.

Topics: Topics may include the classification of diseases (infectious, degenerative, inherited, nutritional and social); basic microbiology; antiseptics, antibiotics, vaccines, transfusion, transplants, medical physics (tracers and imaging).

2. Environmental Science

Themes: Environmental Science focuses on the examination of human impact on the environment and how best to monitor changes that are taking place. Background ecological principles are considered as part of the course. Students will be required to develop analytical, critical-thinking and problem-solving skills, allowing them to develop the skills needed to become informed and successful members of society.

Topics: Topics may include environmental monitoring, water quality, air pollution (students will test a car's exhaust), carbon monitoring, the delicate balance of ecological systems, human impact on the environment- desalination, ecologically sustainable tourism, case studies of natural disasters e.g. Chernobyl, tsunamis, earthquakes.

3. DNA Science

Themes: DNA Science can be used in the administration of the law. The use of DNA in forensics involves many specialist scientific fields and is primarily used to help identify and incriminate suspects. This unit examines the DNA techniques used in Forensic Science and the background science required for understanding how these techniques are used. Students

will also consider the ethics involved with using these techniques and how this impacts on our society. Students will also undertake a study of genetics, culminating in the study of genetic engineering, and considering its advantages and disadvantages.

Topics: Topics may include analysis of DNA, its use in DNA profiling and DNA fingerprinting in areas such as forensics, and paternal case studies. The use of DNA in other applications such as cloning and transgenic organisms will also be considered.

4. Communications

Themes: The topic explores the development and modern-day use of wireless and digital communication using radios, Wi-fi / Bluetooth, mobile phones and satellites.

Topics: In this module students experience and gain an insight into systems widely used in entertainment, and in personal and mass communications. They will develop their knowledge about communication technologies, encompassing

- an understanding of general principles of wave behaviour;
- digital and analogue signal production and transmission; and
- skill in assembling and testing simple circuits.

Factors that affect the cost of different technologies will also be considered.

5. Consumer Chemistry

Themes: This unit examines a number of aspects about chemistry that the consumer (the student) will meet in everyday life. Investigations will involve the chemical testing of various products.

Topics: These may include the investigation of glues, clothing, food additives, cleaning creams, Vitamin C content in fruit drinks, nanotechnology, engine oils.

6. Science in Sport

Themes: The course will involve aspects from a variety of sporting fields. It will look at the technological advances over the past three decades, and advances that may have led to current outstanding performances. The course will also look at developments in equipment as well as within the body itself, and the technology employed by coaches and trainers to enhance the performance of their athletes.

Topics: Topics may include rehabilitation drugs versus performance enhancing drugs, friction, Newton's Laws, levers, biomechanics, and body types relevant to individual sports. The course may allow for a number of possible excursions to AIS, universities or the MCG.

7. Living on the Edge

Themes: Materials are specifically designed for a purpose. In this unit the range of properties in materials will be examined. The bonding that exists inside each material will be used to explain the properties observed. Students will build on the existing knowledge of ionic and covalent bonding and will be introduced to metallic bonding. The science behind carbon chemistry.

Topics: Some of the materials that may be examined are ceramics (for example PSZ), metals and alloys (for example stainless steel, platinum alloys, titanium alloys and glass.) This unit may incorporate an excursion to an architectural firm, council chambers or a car manufacturer to discuss materials used in building, or in automobile construction. Hydrocarbons and functional groups and both of their uses in society. For example, alkanes, alkenes, alkynes and their uses; and functional groups and the uses of these hydrocarbon derivatives in society eg: alcohols, esters, aldehydes, carboxylic acids. The use and disposal of polymers and their cost compared to manufacturing from raw materials.

8. The Workings of the Human Mind

Themes: This unit is an introduction to human behaviour. The brain is a powerful organ that is constantly developing and refining its connection and communication methods to the body. The nervous system, brain, and eye will be examined in terms of how they interact in communication and feedback.

Topics: The areas examined may be memory and learning, emotions and logical thought, verbal and non-verbal communication and the impact of drugs, medicines and stress on the workings of the brain. The anatomy of the nervous system, brain and the eyes will be investigated.

9. Myth Busters

Themes: This unit will be based on a fact or fiction investigation. The students will be able to select from a range of different topics or come up with their own weird and wonderful topic to investigate. The topic needs to be cleared by the teacher before commencement of the project. Students will have to present their information using scientific method and in a scientific manner.

Topics: Possible topics may include:

- Does playing music or talking to plants actually help them grow?
- Does it actually take seven years to digest chewing gum in the stomach?
- Can lightning strike twice in the same spot?
- Can chicken soup actually help cure common colds?
- Is there no gravity in space?
- Why is it that buttered bread always lands on the wrong side when dropped?
- Do adults grow new brain cells?
- Do hair and finger nails continue growing after death?
- Is it true that an item of food dropped on the floor can be eaten as long it is consumed before 5 seconds have elapsed as it will not have time to collect bacteria?

10. Hollywood Science

Themes: A take on Hollywood Science: testing the science that filmgoers take for granted. Armed only with basic tools, our intrepid DIY science teachers will put some of Hollywood's most famous sequences to the test.

Topics: Possible topics may include:

- Fancy an egg? And another? And another? Could anyone eat eggs like Paul Newman appears to do in **Cool Hand Luke**.
- Would your metal boat - and your Gran - really get eaten away by lakes turned to acid, or does the real world not work like **Dante's Peak**?
- Could Bruce Willis have saved the world with a singlet and a hosepipe - or would he just have created a nasty way to **Die Hard**?
- Can urine really make fabric strong enough to allow escape from prison? Or was Jackie Chan taking the mickey out of us in **Shanghai Noon**?
- If you needed to get a large bus across a larger gap, could you apply the lessons from **Speed**?
- Can your team save the crew of **Apollo 13** as the LEM runs out of oxygen and the mission is aborted.

ASSESSMENT

Assessment tasks will focus on a range of knowledge and skills. These will include the writing of experimental reports, research projects, homework tasks, formal written tests and quizzes, and examinations in June and November.

Spanish Course Outline 2009 Year 10

RATIONALE

Spanish is taught for the following reasons:

- It is spoken in many countries, and is the third most commonly-spoken language in the world.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games.
- It is a commercially important language.
- It enables easier access to academic and classical literary publications.
- It is a stepping stone to the easy learning of other romance languages such as Italian, French and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

CURRICULUM FOCUS

A variety of topics are used to facilitate the acquisition of the four skills assessed in language learning: **speaking, writing, reading and listening**. Various grammatical points and verb structures are covered, including irregular verbs and *el futuro*, *el condicional* and *el pretérito imperfecto*.

Topics covered include:

- culture;
- news and politics in the Spanish-speaking world;
- friendships & relationships;
- careers;
- the environment;
- shopping;
- travel.

Some themes studied in Year 9 will also be revised and covered in more detail.

The students should be able to:

- Conduct conversation about topics covered, asking and responding to questions.
- Read and write short and long paragraphs on topics covered.
- Listen to spoken Spanish and carry out listening comprehension activities on topics covered.
- Show evidence of cultural knowledge about Spanish and some Spanish-speaking countries.

ASSESSMENT

Progress will be assessed by:

- Regular tests on vocabulary and grammar;
- Writing and performance of dialogues and role-plays;
- Completion of set grammar exercises;
- Listening and reading comprehension exercises and tests;
- Research tasks and presentations on Spanish-speaking countries and cultures.

Sport Course Outline 2009 Year 10

RATIONALE

The Year 10 sport program aims to:

- Develop and extend motor skills gained in Year 9.
- Provide students with the opportunity to participate in a variety of competitive and recreational/leisure programs.
- Establish a desire to pursue competitive and recreational activities now, and in the future.
- Provide students with the opportunity to be a member of a team, promoting self esteem, and improving decision making and group cooperation skills.
- Provide students with an environment in which they can experience a sense of fun and enjoyment through team participation and match play.

CURRICULUM FOCUS

The Term One EISM (Eastern Independent Schools of Melbourne) Summer Sport fixture provides our students with the opportunity to represent the College in the following sports:

Females: tennis, Soccer, volleyball & softball.

Males: tennis, Soccer, volleyball & cricket.

During first term, students will also be involved in swimming and athletics as preparation for the inter-house and inter-school carnivals.

During Terms Two and Three, our students participate in the weekly EISM Winter Sport fixture. The college fields representative teams in the following sports:

Females: hockey, basketball, netball & table tennis.

Males: soccer, basketball & table tennis.

The program in Term Four provides students with the opportunity to participate in a variety of recreational activities including indoor rock climbing, ice skating, ten pin bowling, aerobics, taebo and indoor inter-house competitions.

In addition to the weekly inter-school sporting fixture, students also have the opportunity to participate in inter-school swimming, athletics, and cross country, representing the College in EISM and VJSSA (Victorian Jewish Schools' Sports' Association) competitions.

Year 10 students have one triple period sport session weekly.

ASSESSMENT

Nil.

Twentieth Century History

Course Outline 2009

Units 1 & 2

RATIONALE

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

CURRICULUM FOCUS

Unit 1: Twentieth Century History 1900–1945

The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people's lives.

Area of Study 1

Students will consider a range of issues relating to: the outbreak and aftermath of the Great War (1914-1918); the Treaty of Versailles; the formation and functioning of the League of Nations; the rise of fascism and Nazism in Europe; the breakdown of the League system leading to aggression in Europe; Appeasement; the Munich Crisis; and the outbreak of the Second World War.

Outcome 1

On completion of this unit the student should be able to analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.

Area of Study 2

Students will examine the nature of society in Europe and the United States during the period 1900-1945, with a focus on the changes that took place between the two World Wars. With this in mind, a focused study will take place of life during the Great Depression (1929-1932), contrasting it with life before and life after this critical event.

Outcome 2

On completion of this unit the student should be able to analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.

Area of Study 3

Students will consider the ways in which popular culture both reflected and shaped wider realities and understandings of society and politics during the first few decades of the twentieth century. For this, we will undertake a major examination of the most important cultural media of the time – motion pictures – and, in doing so, look at the life and art of the most important comic figure of that period, Charlie Chaplin.

Outcome 3

On completion of this unit the student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

Unit 2: Twentieth Century History 1945–2000

This unit considers some of the major themes and principal events of post–World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Area of Study 1: Ideas and Political Power

Students will examine the political and ideological dimensions of the Cold War. The major historical episodes to be considered will be the following: the Yalta and Potsdam conferences; the post-war division of Germany; the communist takeover of eastern Europe; Cold War politics in the 1950s and 1960s; détente; re-escalation of the Cold War in the 1970s; Reagan and Gorbachev; the fall of the Berlin Wall and its aftermath.

Outcome 1

On completion of this unit the student should be able to analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.

Area of Study 2: Movements of the People

Students will explore the various ways in which people challenged the power of the state in both communist and capitalist states during the second half of the twentieth century. Focused studies will be made of resistance to communism in the Soviet Empire (Hungary, 1956 and Czechoslovakia, 1968), and the protest movement in developed democracies (France, 1968 and the United States during the Vietnam War). Areas to be considered will range beyond simply political protest, and will embrace the Women's Liberation Movement and various movements for civil and human rights in the spheres of race, ethnicity, religion.

Outcome 2

On completion of this unit the student should be able to evaluate the impact of a challenge/s to established social, political and/or economic power during the second half of the twentieth century.

Area of Study 3: Issues for the Millennium

Students will consider the ways in which social change over time has been influenced by such matters as technology, population increase, globalisation, the environment, health, and economic transformation. The study will examine two societies in depth, comparing them across the span of half a century of development. The communities from which these case studies will be chosen includes Britain, Japan, Zimbabwe, Canada, Taiwan and Germany

Outcome 3

On completion of this unit students should be able to analyse issues faced by communities arising from political, economic and/or technological change.

ASSESSMENT

Students will be assessed by means of a variety of techniques, taken from a range that includes essays, reports, research assignments, tests and text analyses. These will be discussed with students in greater depth at the beginning of the year.

There will, in addition, be a mid-year examination and an end-of-year examination in both Unit 1 and Unit 2.

VET Sport & Recreation

**(Certificate II and partial completion of Certificate III in
Community Recreation)**

Course Outline 2009

Units 1 & 2

INTRODUCTION

Vocational Education and Training (VET) refers to enhanced senior school studies, which enable a secondary student to combine their senior school studies with vocational training.

Features of VET include:

- It is a two-year program combining senior school studies and accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (Certificate II in Community Recreation) and a senior school certificate (VCE) at the same time.
- It allows a student to go directly into employment or receive credit towards further TAFE study.
- It focuses on students developing industry specific and workplace skills.

VCE VET programs lead to nationally recognised qualifications, offering students the opportunity to gain both VCE and a vocational education and training certificate.

VCE VET programs are fully recognised within the Unit 1-4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.

RATIONALE

The aims of the VCE VET Sport and Recreation program are to provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in sport and recreation or other related industries.

CURRICULUM FOCUS

This subject is based upon students demonstrating that they are competent in various skills throughout Units 1 & 2. Some sample competencies to be covered include:

- Provide first aid;
- Develop knowledge of the sport and recreation industry;
- Apply the principles of community development to community recreation work;
- Respond to emergency situations;
- Assist in preparing and conducting a sport and recreation session for participants.

Some examples of activities undertaken throughout Units 1 & 2 include:

- First aid qualifications – level II first aid and basic sports trainers certificate;
- Organisation and running of various lunchtime activities competitions;
- Working with primary school physical education/sport classes.

Students will also be required to complete 'Structured Workplace Learning' or work placement for a minimum of 80 hours in a Sport and Recreation field.

ASSESSMENT

Students will be assessed on each unit of competence as it is being conducted. This will occur through a variety of practical and theoretical tasks. There are no graded assessments for Units 1 & 2.

A Study Score is available for this program. In order to achieve this, students must undertake all the units of competence designated across Units 1 – 4.

Upon successful completion of this program, students will receive a Certificate II in Community Recreation and partial completion of Certificate III in Community Recreation. These certificates are nationally accredited.

Visual Communication and Design

Course Outline 2009

Year 10

RATIONALE

Students commence a study of Visual Communication and Design in order to develop drawing skills and create design work to satisfy the brief of a client. Visual Communication provides students with the opportunity to be creative and develop technical skill in order to create design solutions with a specific purpose. Year 10 Visual Communication and Design prepares students to undertake Visual Communication and Design Units 1-4.

CURRICULUM FOCUS

In their practical work, students engage in two-dimensional projects and gain an understanding of drawing for design purposes. They learn how to represent objects and environments in three dimensions through a variety of drawing methods and model-making techniques. Free-hand drawing is studied with a focus on rendering and adding visual interest to design work. Students develop the skills to visualise ideas in order to satisfy a specific communication need. During theory students study the elements and principles of design in order to analyse the effectiveness of a range of visual communication examples. A formal study of the history of design is undertaken with a focus on particular design movements. Students take part in a research assignment that investigates the professional practice of a chosen designer.

SEMESTER ONE

Practical Work: Visualising Ideas

Free-hand Drawing, Design Drawing and Technical Drawings are completed and products are designed for specific communication needs. Students undertake a study of product design by exploring products targeted to a teen market.

Theory: Analysing Visual Communication

Students study the elements and principles of design and analyse a variety of examples of visual communication.

SEMESTER TWO

Practical Work: Creating Presentations

Free-hand Drawing, Design Drawing and Technical Drawings are completed and environments are designed to satisfy a specific communication need. Students undertake a study of exterior and interior spaces through drawing and construction.

Theory: Design in Context

Students investigate the professional practice of a designer and study the history of Design.

ASSESSMENT

Students produce a folio of work that shows the design process for each project. Final presentations are presented separately to the folio and are graded according to criteria. They sit for formal examinations which include short responses and drawing tasks.