



LEIBLER
YAVNEH
COLLEGE

ב"ד

Leibler Yavneh College Curriculum Guide



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ΥΑΓΝΕΗ

THE LEONARDO E MARIELLA MERRILL-SMITH'S JUNIOR PRIMARY SCHOOL

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Our Vision & Values

VISION STATEMENT

Our vision is to educate, inspire and advance the intellect and character of Torah & Israel-inspired youth.

MISSION STATEMENT

Yavneh will play a central role in the development of compassionate young people, imbued with humility and integrity, who are committed to Hashem; to the Torah, its values and mitzvot; and, to academic pursuits.

YAVNEH PHILOSOPHY AND VALUES

We are guided by a deep love for and commitment to Modern Orthodox Judaism and religious-Zionism.

Our values include:

- Learning Torah and Practicing Mitzvot
- Derech Eretz & Menschlichkeit
- Family & Belonging
- Community Mindedness
- A love of Israel and Israel Education
- Academic Excellence
- Integrity

Yavneh is unique in its vision & values, as a practising Modern Orthodox and Religious Zionist School. With dedication & love, we work with our students to enable them to be knowledgeable, committed, practising and passionate Jews. Achieving personal excellence is encouraged and supported at Yavneh. Grounded in explicit instruction and tight classroom discipline, our students excel in all fields of academic pursuit.



Subject Selection & Electives

YEAR 9 ELECTIVES

Computer Science
Creative Textiles
Drama
English Literature
ESSI Money
Fashion Illustration
Forensic Science
Media Studies
Music
Objects and Design
People & Places
Practical Halacha
Torah VR
Visual Arts
VisCom & Design

YEAR 10 ELECTIVES

Business Studies
Drama
English Literature
Flavours & Fragrances
Graphic Design
Hebrew Literature & Cinema
Kabbalah
Media Studies
Music Philosophy 101
Psychology
Sport Science
Terrorism in World History
Visual Arts
VisCom & Design
Youth Health Matters

VCE SUBJECTS

Humanities Subjects

General Intro - Why Humanities?
Accounting
Business Management
VET Small Business (Y10-12)
History Revolutions
Legal Studies
Religion & Society
Texts & Traditions

English Subjects

English
English Literature

Science Subjects

Biology Chemistry
Physics
Psychology

Arts Subjects

Drama
Media
Music
Art Making & Exhibiting
Visual Communication & Design

Jewish Studies

Major & Minor Electives

Mathematics Subjects

Mathematics Overview
(Y10) General
Mathematics
Mathematical Methods
Specialist Mathematics

Physical Education Subjects

Physical Education
Health & Human Development

Curriculum Overview

Jewish Studies

	Year 7	Year 8	Year 9	Year 10
Gemara	<p>מסכת ברכות פרק תפילת השחר</p> <p>מסכת בבא מציעא פרק אלו מציאות</p>	<p>מסכת פסחים פרק ערבי פסחים</p> <p>מסכת בבא קמא פרק המניח</p> <p>מסכת בבא מציעא פרק המפקיד</p>	<p>מסכת מכות פרק כיצד העדים</p> <p>מסכת שבת פרק כל כתבי פרק נוטל</p>	<p>מסכת בבא מציעא פרק שנים אוחזין</p> <p>מסכת סוכה פרק לולב הגזול</p> <p>מסכת שבת פרק כלל גדול</p>
Halacha	הלכות שבת	הלכות כשרות		
Chumash	ספר שמות פרקים א-י"ב	ספר שמות פרקים י"ג-מ	ספר במדבר	ספר בראשית ספר דברים selected selections
Navi	ספר שמואל א	ספר שמואל ב	ספר רות ספר יונה	

	Year 11	Year 12
Major Electives* Students choose one each year	<p>Motivated Gemara</p> <p>Gemara: Law and Lore</p> <p>Tanach: Structure and Soul</p> <p>Tanach: Inside Out</p>	<p>Motivated Gemara</p> <p>Gemara: Law and Lore</p> <p>Motivated Tanach</p> <p>Tanach: Living the Legacy</p>
Minor Electives* Students choose four in Year 11 and three in Year 12	<p>Term 1:</p> <ul style="list-style-type: none"> The Jewish History of the Middle East Kabala 101 Jewish History in Ten Foods It's All About Love <p>Term 2:</p> <ul style="list-style-type: none"> Antisemitism or: How I Learned to Stop Worrying and Rule the World Torah, Science & Medicine Jewish Rebels & Troublemakers Ethical Dilemmas <p>Term 3:</p> <ul style="list-style-type: none"> Chassidut How Happiness Thinks Wish You Were Here: Jewish Cities Curious Tales of the Talmud <p>Term 4:</p> <ul style="list-style-type: none"> Judaism Decoded 	<p>Term 1:</p> <ul style="list-style-type: none"> The Jewish History of the Middle East Israel a Vibrant Democracy Jewish History in Ten Foods Add to Playlist: The Soundtrack of Tefillah <p>Term 2:</p> <ul style="list-style-type: none"> Antisemitism or: How I Learned to Stop Worrying and Rule the World Israeli-Palestinian Conflict Jewish Rebels & Troublemakers Add to Playlist: The Music of Emunah <p>Term 3:</p> <ul style="list-style-type: none"> Be Fruitful & Fearless: Outloving the End of the World Why do you Jew that? Wish You Were Here: Jewish Cities Add to Playlist: The Song of Tziyonut

* Please note that electives may change from year to year





Gemara

GOALS

Students will develop the ability to:

- Translate and explain key concepts and syntax which feature in the Gemara
- Identify key biographical information regarding the personalities of the Mishnaic and Talmudic periods
- Graphically chart the flow of a given unit of Gemara
- Read, translate and explain the sections of Gemara studied
- Navigate classic and contemporary Mefarshim (commentaries) and their analysis on the Gemara
- Independently approach an unseen section of Gemara using techniques developed in the classroom

SCOPE & SEQUENCE

Our Gemara curriculum delivers the key texts of the Torah She'baal Peh (Oral Tradition) to a range of students, catering to both the novice as well as the advanced learner. Employing a deliberate scaffolded process, students are provided with guidance that enables them to approach the text with their chavruta (study partner) and enjoy the satisfaction of discovering its meaning. The curriculum is cumulative and is designed so that students experience a range of units focussing on a variety of different topics whilst consolidating and expanding the skill set garnered in their previous learning.

Year 7

Students begin with an introduction to Torah She'baal Peh following which they commence the fourth chapter of Berachot. This chapter addresses the theme of Jewish prayer and how time is measured in Jewish law. In the second area of study is the second chapter of Bava Metzi'a which explores the obligation of returning a lost item to its owner, and the scenarios in which this obligation arises. These areas of study provide student with an opportunity to develop their understanding of their duties towards both G-d and mankind through the prism of classic Jewish texts.

Year 8

Students begin the year studying the tenth chapter of Pesachim which explores the appropriate manner with which to enter the Chagim (festivals). Following Pesach, students shift their attention to the third chapter of Bava Kama which explores liability for damage caused by obstacles in the public domain. In the second semester, we transition to the third chapter of Bava Metzi'a which explores the differing responsibilities of the four bailees – the borrower, renter and the paid and unpaid guardian. These studies introduce classic areas of Jewish civil law relating to the standard of care we owe to our fellow.

Year 9

Students commence their studies with the first chapter of Makkot which explores the process for dealing with forms of false testimony in a Jewish court of law, familiarising themselves with aspects of courtroom procedure. This area of study provides a neat and accessible model of the way in which Gemara deconstructs a Mishna. In the second semester, students explore the sixteenth and twenty first chapter of Shabbat. These units focus on practical aspects of Shabbat observance, including whether one may ask a non-Jew to do work that is prohibited for a Jewish person to do on Shabbat, and the sources and categories of the laws of Muktzah. This latter area of study provides students with insight into the origins and nuances of important aspects of Jewish practice.

Year 10

Students begin their studies with the first chapter of Bava Metzi'a which discusses the principles of possession and ownership where litigants are in dispute. Students explore important Talmudic principles relating to disputed property rights. In the second semester, leading up to Sukkot, students learn the third chapter of Sukkah which discusses the ethical dilemma of the status of a virtuous deed that is performed using improper means. In the final term, students navigate the complexities of the 39 forms of prohibited work on Shabbat in the seventh chapter of Shabbat.

Tanach

Students are encouraged to draw conclusions about the qualities which make for good leadership and understand the relevance of these concepts to political realities today

GOALS

Students will develop the ability to:

- Know and understand selections of the Tanach and its Mefarshim (commentaries)
- Navigate a Tanach and a Mikra'ot Gedolot and be able to locate a particular Passuk (verse) or commentary
- Read Pessukim and Mefarshim with accuracy
- Apply laws of Biblical grammar to translate and explain the meaning of the Pessukim and Mefarshim
- Comprehend the narrative and laws in the Pessukim and the ideas presented by the Mefarshim
- Compare and contrast segments of the Tanach and ideas of the Mefarshim
- Understand the values and themes conveyed by the Tanach and its Mefarshim
Apply the eternal relevance of the Tanach and its scholarship to their life

SCOPE & SEQUENCE

Our Tanach curriculum is designed to enable our students to encounter important aspects of the Torah She'bichtav (Written Torah) and provides a forum for deep engagement with foundational Jewish texts and the values which stem from them. Skills are developed which are geared at creating independent learners who can effectively navigate and study from a Tanach and a Mikra'ot Gedolot. Differentiation is embedded into our curriculum ensuring that every student – from the novice to the expert – are supported and challenged in their learning.

Year 7

Our Chumash studies consolidate the students' knowledge of the origins of the Jewish people. Students focus on the exodus from Egypt and the preparations for nationhood as they are recounted in the first 11 chapters of Sefer Shmot. A specific focus is placed on the themes of slavery, Moshe's childhood, the qualities of a leader and the Ten Makkot. Our students explore Sefer Shmuel Aleph, with a focus on the evolution of the Jewish people from a tribal structure under the reign of the Shoftim to a nation led by a monarchical dynasty. An underlying theme of this text is leadership. Students are encouraged to draw conclusions about the qualities which make for good leadership and understand the relevance of these concepts to political realities today.

Year 8

Our Chumash studies center around the narratives of the Sefer Shemot, starting with the exodus from Egypt through to the building of the Mishkan in the desert in chapters 12–40. Students analyse the text closely, delving into its nuances and themes with the aid of the classic Mefarshim. Topics include the Mann, Yitro, Maamad Har Sinai, the Aseret Hadibrot, Amalek, Chet HaEgel and the Mishkan. In Nach students explore Sefer Shmuel Bet paying close attention to the storyline, personalities and themes which feature in the text. Students are expected to critically examine the text and use the Mefarshim to aid them in resolving difficulties found therein. In addition, a focus of the course is on mapwork, whereby students are taught to relate the text to a map of Eretz Yisrael and its cities in the time of David HaMelech.

Year 9

In Chumash we focus on selections of Sefer Bamidbar. Parshiyot studied include Shlach, Korach, Chukat and Balak. In the course of their learning, students will explore the opinions presented by a range of Mefarshim and compare, contrast and critically evaluate the various viewpoints they encounter on a given topic. Our studies of Nach include Megilat Rut and Sefer Yona which are studies in preparation for Shavuot and Yom Kippur respectively. Themes relevant to the Chagim are explored through the prism of these texts.

Year 10

Our Chumash curriculum incorporates both Sefer Bereishit and Sefer Devarim, each focussed upon for a semester. In their studies of Sefer Bereishit, students are afforded a mature approach to the opening book of the Chumash which they had previously studied when in Primary school. Students examine the tensions and conflicts between Sarah and Hagar as well as between Yaakov and Eisav in addition to the trial of Akeydat Yitzchak. In Sefer Devarim, students analyse the final speech of Moshe and the themes of tzedakah, political leadership, slavery and the ethics of war.



Halacha

GOALS

Students will develop the ability to:

- Know and use appropriate halachic terminology
- Understand the development of Halacha
- Understand and appreciate the rationale of the Halachot studied
- Apply Halacha to contemporary scenarios
- Appreciate the value of living in accordance

SCOPE & SEQUENCE

Halacha is designed to further the students' understanding and appreciation of Jewish laws, values and ideas, enabling them to practice Judaism in a more meaningful way. The course is based on a curriculum developed by the Merkaz Halacha Ve'Hora'a in consultation with world renowned halachist, Rav Yosef Zvi Rimon. Over the course of early Secondary, students focus on the halachot of Shabbat and Kashrut, two foundational areas of Jewish law.

Year 7

Students explore the Halachic components of Shabbat observance. Students learn the various sources to appreciate the context and laws of Shabbat as well as the reasons for observances. Such areas include Shamor, Zachor, Kavod and Oneg, Hadlakat Neirof, Kiddush, Havdala as well as the meaning and practical significance of the 39 Melachot.

Halacha is designed to further the students' understanding and appreciation of Jewish laws, values and ideas...

Year 8

Students explore the Halachic components of Kashrut observance. Students learn the various sources to appreciate the context and laws of Kashrut as well as the reasons for particular observances. Such areas include the indicia that determine Kashrut, the preparation of meat and poultry for kosher consumption and a detailed study of the prohibition of mixing meat and milk and its practical applications.

Year 9

Practical Halacha (Elective)

Students will be exploring areas of Halacha in engaging and interactive ways. The topics covered include the laws of brachot before and after food, laws of tzedaka, lashon hara, mezuzah as well as other practical topics. Students will gain a depth of understanding in these important areas of Jewish observance, lending them a newfound vitality and joy.







Major Electives

Year 11

CHOOSE ONE

Motivated Gemara

In Motivated Gemara, students will elevate their Talmudic learning to new heights, building on years of foundational study to develop the skills needed for independent Gemara analysis. This intensive track includes dedicated Chavruta time, in-depth exploration of mefarshim, and practical halachic applications tailored to each sugya. Designed for students preparing to continue their learning in yeshivot and seminaries, the course demands commitment, curiosity, and a passion for serious Torah study. With extra learning periods and a focus on mastery, Motivated Gemara empowers students to become confident, thoughtful contributors to the world of Torah. Participation in Motivated Gemara requires attendance at an additional weekly learning session, reflecting the commitment expected of students in this advanced track.

Tanach: Inside Out

Tanach: Inside Out invites students into a transformative journey of character development through the lens of Torah-based values. Anchored in the writings of Rabbi Lord Jonathan Sacks z"l, this curriculum blends classical Jewish sources with contemporary insights to explore six foundational Midot: Vulnerability, Humility, Conflict, Jealousy, Love, and Leadership. Students engage with stories from Tanach, reflections from Tefilla, and perspectives from modern psychology to examine the moral and emotional dimensions of these traits. Through guided text study and personal reflection, students cultivate deeper self-awareness, strengthen interpersonal relationships, and enrich their spiritual connection to Hashem. This integrated approach fosters both intellectual engagement and emotional growth, empowering students to live with greater integrity and purpose.

Gemara: Law and Lore

In Gemara: Law & Lore, students will deepen their engagement with the Talmud by exploring a range of sugyot—both Halachic and Aggadic—that illuminate Jewish law, values, and worldview. Through guided study and discussion, the course reveals how the Gemara reflects the spiritual, ethical, and historical journey of the Jewish people. Students will gain insight into the development of Jewish practice, encounter the personalities and debates that shaped our tradition, and discover how Talmudic wisdom continues to inspire meaningful living today.

Tanach: Structure and Soul

In Tanach: Structure and Soul, students will engage with the foundational texts of Torah Shebichtav through two complementary components. The first offers a broad overview of all the books of Tanach—Chumash, Navi, and Ketuvim—providing students with a clear sense of structure, content, and historical flow across the entire canon. The second component focuses on in-depth study of Sefer Bereishit, where students will develop their textual skills and explore the richness of the text through classical and contemporary mefarshim. This dual approach allows students to appreciate both the breadth and depth of Tanach, strengthening their connection to its wisdom and relevance.

Beyond the classroom, our students are immersed in Jewish communal life. The College is closely affiliated with the various Synagogues, Aged Care centres and other Jewish community organizations.

Minor Electives

Year 11

TERM ONE

The Jewish History of the Middle East

In The Jewish History of the Middle East, students will explore the region that has served as the heart of the Jewish story—from its biblical beginnings to its modern complexities. This course traces how the Middle East has shaped Jewish identity, faith, and destiny, and how the Jewish people have, in turn, influenced the region's culture, politics, and history. From ancient kingdoms and prophetic visions to contemporary challenges and aspirations, students will uncover the enduring connection between Jews and the land they have called home, fought for, and dreamed about across millennia.

Kabala 101

In Kabala 101 students will explore a range of topics and themes which feature in the book of Zohar and are elaborated upon in Chassidic literature. The course removes the veil of Creation, revealing the process by which an infinite G-d forms and connects with finite beings. We will explore the sefirot which G-d uses to interact with the world, the notion of yichud (cosmic unity), bittul (self-transcendence), hashgacha pratit (Divine providence) – and, if there is time, the unique mystical meaning of you, revealed in the Hebrew letters that make up your name.

Jewish History in Ten Foods

In Jewish History in Ten Foods, students will explore the rich tapestry of Jewish history through the lens of iconic dishes and ingredients. From matzah to Israeli cuisine, each food becomes a gateway to understanding migration, resilience, and cultural transformation. Through stories of bread in biblical tents, cholent in medieval ghettos, and bagels in bustling New York delis, students will discover how recipes have preserved identity across centuries and continents. This course blends taste with tradition, showing how food carries memory, meaning, and the enduring spirit of the Jewish people.

It's All About Love

In It's All About Love, students will explore one of the most powerful forces in human experience—love—through the timeless wisdom of Torah. In a world overflowing with mixed messages from media and culture, this course offers clarity and depth by examining love and relationships from a Jewish perspective. Through biblical stories, rabbinic teachings, and modern interpretations, students will uncover how Judaism understands love—not just romantic, but familial, communal, and divine. They will reflect on how these teachings shape the core relationships in their lives, and how love becomes a sacred path to connection, responsibility, and meaning.

TERM TWO

Anti-Semitism or: How I learned to Stop Worrying and Rule The World

In this bold and thought-provoking course, students will confront the long and painful history of antisemitism—its origins, evolution, and impact on Jewish life across millennia. From ancient hatred to modern-day prejudice, the course explores how Jews have responded physically, spiritually, and intellectually to relentless persecution. Yet beyond the suffering lies a deeper story: one of resilience, creativity, and enduring hope. Students will examine how Jewish survival itself becomes a form of defiance, offering a powerful blueprint for navigating today's challenges and inspiring a future grounded in courage and continuity.

Minor Electives

Year 11 Cont

Torah, Science and Medicine

In Torah, Science & Medicine, students will explore some of the most complex and sensitive ethical dilemmas of our time—abortion, euthanasia, and organ donation—through the lens of halacha and Jewish thought. They will examine how leading rabbinic authorities have approached these issues, balancing compassion, law, and modern medical realities. Alongside these case studies, students will investigate three major approaches to reconciling perceived tensions between Torah and science, gaining insight into how Orthodox Judaism engages with scientific discovery while remaining rooted in tradition. This course challenges students to think deeply, ask boldly, and appreciate the richness of a tradition that speaks to the moral questions of today.

Jewish Rebels and Troublemakers

In Jewish Rebels & Troublemakers, students will journey through Jewish history by meeting its boldest challengers, visionaries, and iconoclasts. From Yochanan ben Zakkai's quiet defiance in besieged Jerusalem to Soviet refuseniks demanding freedom, this course explores rebellion in its many forms—spiritual, political, cultural, and personal. Each session introduces a figure or movement that dared to disrupt the status quo, asking provocative questions about courage, identity, and the cost of change. Through texts, letters, manifestos, and memoirs, students will grapple with the tension between tradition and transformation, and discover how rebellion has shaped—and continues to shape—the Jewish story.

Ethical Dilemmas

In Ethical Dilemmas, students will tackle some of the most challenging moral questions of our time—issues that defy simple answers and demand thoughtful engagement. Through a wide array of sources, including Torah, philosophy, and contemporary case studies, each topic is unpacked with nuance and depth. From the ethics of driverless cars to the morality of espionage and the complexities of revenge, students will explore how Jewish values intersect with modern dilemmas. This course encourages critical thinking, empathy, and a deeper understanding of how to navigate a world filled with grey areas.

TERM THREE

Chasidut

In Chasidut, students will explore a movement once seen as radical and revolutionary, now often misunderstood or dismissed. They will trace its origins in 18th-century Eastern Europe, uncovering the spiritual hunger and historical forces that gave rise to its teachings. Through stories, texts, and philosophy, students will delve into the core beliefs of Chasidut—joy, divine presence, and the sanctity of everyday life. More than history, this course is a journey inward, asking whether Chasidut can awaken something essential within us: a deeper sense of self, soul, and connection to the Divine.

How Happiness Thinks

In How Happiness Thinks, students will discover how the science of Positive Psychology intersects with the timeless wisdom of Judaism to explore what it truly means to live a joyful life. Drawing on both cutting-edge research and ancient teachings, the course equips students with practical tools to navigate the challenges of finding and sustaining happiness. Through texts, reflection, and discussion, they will uncover how Jewish tradition offers profound insights into gratitude, resilience, purpose, and inner peace—revealing that happiness is not just a feeling, but a way of thinking and being.

Minor Electives

Year 11 Cont



Wish You Were Here: Jewish Cities

In *Wish You Were Here: Jewish Cities*, students will travel through 18 vibrant centres of Jewish life, exploring how communities shaped—and were shaped by—the cities they called home. From ancient Jerusalem to modern Melbourne, each city offers a snapshot of Jewish creativity, resilience, and reinvention. Through poetry in Cordoba, rebellion in Warsaw, and innovation in Tel Aviv, students will uncover how Jewish identity has been built not only through texts and traditions, but through place. This course invites learners to see Jewish history as a constellation of urban stories—each one a testament to survival, transformation, and the enduring power of community.



Curious Tales of the Talmud

In *Curious Tales of the Talmud*, students will journey through the rich and mysterious world of midrashic storytelling, uncovering profound insights into creation, good and evil, Jewish destiny, and the Messianic era. Guided by the brilliant and mystical commentary of the Vilna Gaon, this course reveals how seemingly fantastical Talmudic tales carry deep philosophical and spiritual truths. Students will learn to decode layered narratives, explore the hidden meanings behind ancient parables, and discover how these stories continue to shape our understanding of the Jewish past, present, and future.



TERM FOUR

Judaism Decoded

Judaism Decoded is a deep dive into the foundations of Jewish tradition, developed by the Rohr Jewish Learning Institute and rooted in the Rambam's introduction to the Mishnayot. This course tackles essential and often challenging questions: How do we know the Oral and Written Torah are authentic? What authority do Rabbis have to interpret or adapt Torah law? How can there be disagreements about divine truth? Through rigorous study and thoughtful discussion, students will uncover the mechanisms that have preserved Jewish law and wisdom across generations. This course offers clarity, confidence, and a profound appreciation for the structure and soul of our tradition.



Major Electives

Year 12

CHOOSE ONE

Motivated Gemara

In Motivated Gemara, students will elevate their Talmudic learning to new heights, building on years of foundational study to develop the skills needed for independent Gemara analysis. This intensive track includes dedicated Chavruta time, in-depth exploration of mefarshim, and practical halachic applications tailored to each sugya. Designed for students preparing to continue their learning in yeshivot and seminaries, the course demands commitment, curiosity, and a passion for serious Torah study. With extra learning periods and a focus on mastery, Motivated Gemara empowers students to become confident, thoughtful contributors to the world of Torah.

Participation in Motivated Gemara requires attendance at an additional weekly learning session, reflecting the commitment expected of students in this advanced track.

Motivated Tanach

Motivated Tanach invites students into a transformative journey of character development through the lens of Torah-based values. Anchored in the writings of Rabbi Lord Jonathan Sacks z"l, this curriculum blends classical Jewish sources with contemporary insights to explore six foundational Midot: Vulnerability, Humility, Conflict, Jealousy, Love, and Leadership. Students engage with stories from Tanach, reflections from Tefilla, and perspectives from modern psychology to examine the moral and emotional dimensions of these traits. Through guided text study and personal reflection, students cultivate deeper self-awareness, strengthen interpersonal relationships, and enrich their spiritual connection to Hashem. This integrated approach fosters both intellectual engagement and emotional growth, empowering students to live with greater integrity and purpose.

Participation in Motivated Tanach requires attendance at an additional weekly learning session, reflecting the commitment expected of students in this advanced track.

Gemara: Law and Lore

In Gemara: Law & Lore, students will deepen their engagement with the Talmud by exploring a range of sugyot—both Halachic and Aggadic—that illuminate Jewish law, values, and worldview. Through guided study and discussion, the course reveals how the Gemara reflects the spiritual, ethical, and historical journey of the Jewish people. Students will gain insight into the development of Jewish practice, encounter the personalities and debates that shaped our tradition, and discover how Talmudic wisdom continues to inspire meaningful living today.

Tanach: Living the Legacy

In Tanach: Living the Legacy, students will explore a range of texts from across Chumash, Navi, and Ketuvim, with a focus on finding personal meaning and inspiration in their Jewish practice. Through the study of weekly parsha and other key passages, students will uncover values and themes that speak to their own spiritual journey—such as faith, resilience, leadership, and moral growth. The course encourages reflection on how Tanach can guide one's commitment to Torah and mitzvot, fostering a deeper connection to tradition and a sense of purpose in everyday life.

Our staff and students work closely with youth movements, support Tzedakah and various charity programs and nurture a strong sense of community through representation and participation in community functions

Minor Electives

Year 12

TERM ONE

The Jewish History of the Middle East

In *The Jewish History of the Middle East*, students will explore the region that has served as the heart of the Jewish story—from its biblical beginnings to its modern complexities. This course traces how the Middle East has shaped Jewish identity, faith, and destiny, and how the Jewish people have, in turn, influenced the region's culture, politics, and history. From ancient kingdoms and prophetic visions to contemporary challenges and aspirations, students will uncover the enduring connection between Jews and the land they have called home, fought for, and dreamed about across millennia.

Israel: A Vibrant Democracy

Israel: A Vibrant Democracy invites students to explore the dynamic and often complex internal tensions that define the modern State of Israel. From its earliest conception, Israel has been shaped by passionate debates over identity, values, and vision—questions of who the state represents and what it should stand for. Through historical analysis, political theory, and contemporary case studies, students will examine the ideological clashes and societal challenges that continue to shape Israeli democracy. This course offers a deeper understanding of the vibrant, sometimes messy, but always meaningful discourse that makes Israel both unique and inspiring.

Jewish History in Ten Foods

In *Jewish History in Ten Foods*, students will explore the rich tapestry of Jewish history through the lens of iconic dishes and ingredients. From matzah to Israeli cuisine, each food becomes a gateway to understanding migration, resilience, and cultural transformation. Through stories of bread in biblical tents, cholent in medieval ghettos, and bagels in bustling New York delis, students will discover how recipes have preserved identity across centuries and continents. This course blends taste with tradition, showing how food carries memory, meaning, and the enduring spirit of the Jewish people.

Add to Playlist: The Soundtrack of Tefillah

Some of the greatest prayers that we say are enhanced even further when connected to familiar tunes. The nature of many of these songs is another way to articulate deeply felt emotions of gratitude and contentment, often contrasted with sadness and yearning - as we try to give wing to our deepest hopes and dreams. In *Add to Playlist: The Soundtrack of Tefillah* join Rabbi Epstein on a journey of discovery through some of the most beautiful prayers of our liturgy - from King David to Ishay Ribo - connected with exquisite music and poetry, which helps us to realise the biblical and Talmudic sources, inspirations, and expressions of relationship that we wish to build with the Almighty and the modern state of Israel. Playlist included!

TERM TWO

Anti-Semitism or: How I learned to Stop Worrying and Rule The World

In this bold and thought-provoking course, students will confront the long and painful history of antisemitism—its origins, evolution, and impact on Jewish life across millennia. From ancient hatred to modern-day prejudice, the course explores how Jews have responded physically, spiritually, and intellectually to relentless persecution. Yet beyond the suffering lies a deeper story: one of resilience, creativity, and enduring hope. Students will examine how Jewish survival itself becomes a form of defiance, offering a powerful blueprint for navigating today's challenges and inspiring a future grounded in courage and continuity.

Israeli-Palestinian Conflict

In *Israeli-Palestinian Conflict*, students will examine one of the most enduring and complex geopolitical struggles of the modern era. The course offers a thorough exploration of the historical roots of the conflict, tracing key events, decisions, and turning points that have shaped its trajectory. Students will study the development of the conflict over time and analyse various attempts at resolution, gaining a deeper understanding of the challenges and dynamics that continue to influence the region today.

Minor Electives

Year 12 Cont

Jewish Rebels & Troublemakers

In Jewish Rebels & Troublemakers, students will journey through Jewish history by meeting its boldest challengers, visionaries, and iconoclasts. From Yochanan ben Zakkai's quiet defiance in besieged Jerusalem to Soviet refuseniks demanding freedom, this course explores rebellion in its many forms—spiritual, political, cultural, and personal. Each session introduces a figure or movement that dared to disrupt the status quo, asking provocative questions about courage, identity, and the cost of change. Through texts, letters, manifestos, and memoirs, students will grapple with the tension between tradition and transformation, and discover how rebellion has shaped—and continues to shape—the Jewish story.

Add to Playlist: The Music of Emunah

In Add to Playlist: The Music of Emunah we will explore the concept of Emunah – faith. What does it mean to understand and develop faith? Is Emunah a hope that things will be good, or a desire to actively work towards a better future? How has this been expressed through songs across the centuries? Come with us on this road to a deeper connection to understand what makes each of us tick individually, to see how we can connect our Emunah to Am Yisrael collectively. From Avraham Avinu, through Rav Yehuda HaLevi to Rav Soloveitchik and Rabbi Sacks, this standalone course is a journey we will take together. Playlist included!

TERM THREE

Be Fruitful & Fearless

Be Fruitful & Fearless challenges prevailing narratives about global population trends and reframes the conversation through data, ethics, and Jewish thought. While popular discourse warns of overpopulation, this course reveals a looming crisis of population decline and its far-reaching implications for society, economy, and human flourishing. Drawing on Jewish values that celebrate children as the cornerstone of hope and continuity, students will explore how embracing family and future can be a radical act of courage and love. Expect to be provoked, inspired, and ultimately empowered to rethink what it means to build a better world—one generation at a time.

Why Do You Jew That?

In Why Do You Jew That? students will tackle the awkward questions that come with living a proudly Jewish life. Why can't you drive on Shabbat? What's so bad about a cheeseburger? And what's with the lemon and palm branch in a hut? This course arms students with meaningful, relatable answers to the curious, the confused, and the sceptical. Through engaging discussions and thoughtful explanations, students will learn to speak about their Judaism with confidence, clarity, and pride – because knowing what to do is one thing, but knowing why you do it changes everything.

Wish You Were Here: Jewish Cities

In Wish You Were Here: Jewish Cities, students will travel through 18 vibrant centres of Jewish life, exploring how communities shaped—and were shaped by—the cities they called home. From ancient Jerusalem to modern Melbourne, each city offers a snapshot of Jewish creativity, resilience, and reinvention. Through poetry in Cordoba, rebellion in Warsaw, and innovation in Tel Aviv, students will uncover how Jewish identity has been built not only through texts and traditions, but through place. This course invites learners to see Jewish history as a constellation of urban stories—each one a testament to survival, transformation, and the enduring power of community.

Add to Playlist: The Song of Tziyonut

Whether you start with 70 CE, 1948, 1967 or the “7th of October”, each period of our collective Jewish journey has articulated a “Shivat Tziyon” – a return to Zion; to Eretz Yisrael. With each era, new songs were added that gave voice to our challenges, our persecutions, and yet our love for and need for Eretz HaKodesh to be front and centre in our lives. Just as the Prophet Daniel threw open his attic windows in Babylon to face Jerusalem and pray, in Add to Playlist: The Song of Tziyonut we will start our trek back to Israel through poetry, song and the history of music that has always and only had one focus – Lihiyot Am Chofshi Be'Artzeinu – to experience what true freedom means in the land of our forefathers and foremothers. Playlist included!



Curriculum Overview

General Studies

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English	English	English Literature (Semester 1 or 2)	English Literature	VCE English/EAL 1&2 VCE Literature 1&2	VCE English/EAL 3&4
Hebrew	Mechina / Bishvil Ha-ivrit 1 (novice-beginner)	Bishvil Haivrit 1-2 (beginner-intermediate)	Bishvil Haivrit 2-3 (intermediate) Israeli Music, Un-packing Identity: Elective	Bishvil Haivrit 3-4 (intermediate) / VET Cert 2 / Language and Culture Hebrew Literature and Cinema Elective	VCE 3&4/ VET Cert 3	
HASS	<p>General: Ancient Egypt Ancient China</p> <p>Jewish History: Judea under Greek and Roman rule from the arrival of Alexander the Great to Jerusalem until the fall of the Roman Empire</p> <p>Economic Choices Identity of a Nation</p>	<p>General: Medieval Europe Shogunate Japan Spanish Exploration of the Americas</p> <p>Jewish History: Jewish communities of Babylon The Age of the Geonim and the rise of Islam</p> <p>Golden Age of Spain. Jews in the Ottoman Empire Business World Australian Constitution Justice and Law</p>	<p>General: Industrial Revolution Australian History from the Landing of the First Fleet until Federation World War I Jewish History: Jews in Europe in 17th - 19th centuries. Birth of Zionism Return to Israel in early 20th century</p> <p>Electives: The Assassin's Bullet People and Places ESSI Money Financial Risks Democracy Australia's Legal System</p>	<p>The Peacemakers Germany 1918-1933 The Third Reich Causes of World War II Shoah The Cold War Civil rights VCE Modern History 1&2</p>		<p>VCE History Revolutions VCE Texts & Traditions VCE Religion & Society</p>

Curriculum Overview

General Studies



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Water as a Resource Place and Liveability	Landforms Urbanisation	Food Security Interconnecting World			
Business Studies			ESSI Money (Elective)	Business Studies (Elective)	VCE Accounting 1&2 Economics 1&2 VET Cert 3 VCE Legal Studies 1&2	VCE Accounting 3&4 VCE Legal Studies 3&4 VCE Business Studies 3&4
Mathematics	Whole numbers Fractions & percentages Number properties & patterns Decimals Statistics Probability Negative numbers Algebra & equations Geometry Measurement	Integers Geometry Fractions Decimals Percentage Measurement Pythagoras Algebra Ratio & rates Equations & inequations Probability Statistics Linear graphs Congruence	Number & financial maths Linear & simultaneous equations Pythagoras Trigonometry Linear relations Measurement Indices & surds Geometry Probability Statistics Numb3rs Algebraic Fractions Quadratic equations	Surds & indices Geometry Linear relations Trigonometry Quadratic Equations Parabolas Probability Statistics Polynomials	VCE General Maths 1&2 VCE Maths Methods 1&2 VCE Specialist Maths 1&2	VCE General Maths 3&4 VCE Maths Methods 3&4 VCE Specialist Maths 3&4



Curriculum Overview

General Studies

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	General Science Tinker and Design	General Science	General Science Forensics Science elective STEAM Design elective	Biology Chemistry Physics Psychology elective	VCE Biology VCE Chemistry VCE Physics VCE Psychology	VCE Biology VCE Chemistry VCE Physics VCE Psychology
Arts	Media Studies Art Theatre Studies	Multimedia Arts Drama Music	Media Studies Visual Art Visual Communication Music Drama	Media Studies Visual Art Visual Communication Music Drama	VCE Media Studies VCE Art Making and Exhibiting VCE Visual Communication VCE Drama VCE Music	VCE Media Studies VCE Art Making and Exhibiting VCE Visual Communication VCE Drama VCE Music
Wellbeing	Friendships and Foundations	Challenges and Choices	Independence and Integrity	Decisions and Directions	VCE Motivation and Meaning	VCE Leading and Leaving
Health and Physical Education	Aquatics – Water polo and Bronze Medallion Net/Wall Sports – Volleyball, Badminton & Table Tennis Athletics Invasion Sports – Football, Soccer, Futsal, Touch Rugby Lawn Bowls	Aquatics – Water polo and Bronze Medallion Net/Wall Sports – Volleyball, Badminton & Table Tennis Athletics Invasion Sports – Football, Soccer, Futsal, Touch Rugby Lawn Bowls	Aquatics – Water polo and Bronze Medallion Net/Wall Sports – Volleyball, Badminton & Table Tennis Athletics Invasion Sports – Football, Soccer, Futsal, Touch Rugby Lawn Bowls	Active Living Program Net/Wall Sports – Badminton & Table Tennis Invasion Sports – Soccer & Futsal Athletics Coaching Program Sports Science elective Youth Health Matters elective	VCE Physical Education 1&2	VCE Health and Human Development 3&4 VCE VCE Physical Education 3&4





English

GOALS

The study of English at Leibler Yavneh College aims to extend students' English language skills through thinking, listening, speaking, reading, viewing and writing, in addition to enhancing their understanding, enjoyment and appreciation of the English language in its written, spoken and multi-modal forms.

SCOPE & SEQUENCE

Year 7 & 8 English

The transition from primary school English to the study of English in the junior years of secondary school is an exciting one. Student learning in the subject shifts from a focus on grammar and basic comprehension to more complex and nuanced readings of a variety of texts. Effective communication – both written and oral – is at the heart of the study of English and so, a great deal of time is spent on the construction of clear, concise, and grammatically correct sentences and complex paragraphs. Students in Years 7 and 8 also continue to hone their public speaking skills through their continued participation in the annual Vonnie Coopersmith Public Speaking Competition.

The identification of techniques used by creators to communicate meaning, and ways of employing these literary techniques, including metaphors, similes, figurative language, onomatopoeia in their own written work is a focus of English in these years. Students are also introduced to ways of developing detailed arguments and supporting their points with evidence. Students become familiar with the use of the TEEL structure, and the importance of drafting and editing is reinforced.

Year 9 & 10 English

In Years 9 and 10 students continue to develop their skills in composing and responding to texts using increasingly complex forms and structures, including their first foray into the plays of William Shakespeare. A focus on more intricate texts and their place in the wider world assists students to developing the strong foundation needed for success in the VCE years. The historical, cultural and geographic origins of texts are considered, allowing students to develop a more holistic appreciation of purpose and audience. Students interpret, create, evaluate and discuss textual meaning and impact, both within the vibrancy of classroom discussions and in written responses.

Over the course of these years, students also engage with a range of text structures, considering how they can be employed and manipulated for effect. They continue their exploration of literary techniques and language features, analysing their contribution to textual style. Students then apply this knowledge and understanding to the creation of their own texts. There is a focus on the broadening of vocabulary and well-considered writing to ensure impact, precision and persuasiveness.

Year 9 & 10 Literature

In Year 9 students can opt to complete a Literature elective. Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form.

Year 10 students select to study either English or Literature. This unique program provides students at Leibler Yavneh College with an opportunity for authentic English study experience before selecting their individual VCE English pathway.

VCE English

ENGLISH (VCE 1-4)

2023 saw a change in Study Design occurring for VCE English, integrated gradually. Units 1 and 2 of the new study design was implemented in 2023 and Units 3 and 4 in 2024.

VCE Units 3&4 (previous study design)

2024 Unit 3&4 English students will explore three main areas of study:

- Analytical Response to Text (x2)
- Reading and crafting Texts
- Analysing and Presenting Arguments

Students develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, editing for clear and coherent expression. Students are taught to include textual evidence appropriately and craft their writing for convincing and effective presentation.

Exploring the use of language for persuasive effect and the structure and presentation of argument is integral. Students also consider different types of persuasive language, including written, spoken, and visual, and how language is used to position readers. In addition, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

VCE Units 1&2 (New Study Design)

Some of the major changes to the Study Design are as follows:

- Removal of Reading and Comprehension area of study
- Re-introduction of contextual based study
- Increased focus on English skills (taught through both a creative and analytical lens)

VCE Literature

At a VCE level, the study of Literature is made up of four units:

Unit 1	Unit 2
Approaches to literature	Context and connections
Unit 3	Unit 4
Form and transformation	Interpreting texts

HASS – Humanities & Social Sciences



In Years 7–9, the HASS curriculum incorporates four main study areas that include History, Geography, Civics, and Citizenship and Economics. The Citizenship and Economics content is placed meaningfully next to relevant History and Geography lessons and help the students connect to the learning.

HISTORY **Goals**

Students will:

- Engage in historical analysis such as differentiating between historical facts and interpretations, considering multiple perspectives, utilising counter-factual reasoning to discern critical turning points, identifying cause and effect relationships, source analysis, continuity and change
- Explore the interaction of the Jewish people with other cultures and understand the manner in which fundamental concepts within the Jewish community have been shaped Gain historical perspective on communal matters that affect them as Jews today and into the future
- Develop research capabilities that allow for formulating questions, obtaining and questioning data, and constructing sound historical interpretations
- Identify historical conflicts and the factors that contributed to them, and formulate and evaluate alternative courses of action
- Think about history in a chronological fashion that enables them to construct a timeline and understand time frames, “periodisation” and historical patterns
- Comprehend historical events in order to reconstruct meaning, identify central questions and draw upon data

Integrating History, Jewish History and Jewish Identity

As Jews, we are commanded to remember our past. An understanding of our people’s history is essential for forging a strong Jewish Identity in the present. The Jewish History programme encompasses four years of integrated World and Jewish History courses from Years 7–10.

SCOPE & SEQUENCE **Year 7 Ancient Civilisations**

In this course, students study history from the time of Ancient Civilisations from 65,000BCE – 500CE. The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, and China. In a distinct module, students will address the history of the Jews as they encounter societies and cultures around them, specifically Greek and Roman cultures.

In addition to the text book students will be introduced to critical study of primary sources. In this course, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect, and determining historical significance.

As Jews, we are commanded to remember our past. An understanding of our people's history is essential for forging a stronger Jewish identity in the present.

Year 8: The Middle Ages

In this course students study the History of the Middle Ages from 500CE –1600CE. This is a period when civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. Students study the trajectory of Medieval European history. In the Jewish History module students will study the age of the Geonim, migration of Jews to North Africa until the period of the Spanish Inquisition. Noting the points of contact and conflict between Judaism, Christianity and Islam, and their influence on the essence of Western society in the Middle Ages. Students will also study the history of Shogunate Japan and Spanish conquest of the Americas.

In addition to the textbook, students will be introduced to critical study of primary sources. In this course, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect, and determining historical significance.

Year 9: The Making of the Modern World

In this course students study the making of the modern world from 1600 to 1918. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. The period 1600–1918 culminated in World War I 1914–1918, the 'war to end all wars'.

In the Jewish History modules students focus on the changes in Jewish life following the European Enlightenment and Emancipation. They study the establishment of the Zionist movement in the context of European Nationalism and the beginning of migration to Israel as part of the plan to create a Jewish State.

In addition to the text book students examine a range of primary and secondary sources from this period to develop their critical thinking. In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

YEAR 9 HASS ELECTIVES

Assassin's Bullet Goals

Goals

To explore the most shocking and important assassinations in history. Students will evaluate the context of each assassination and explore the short-term causes and long term political and social effects.

Scope & Sequence

In the first unit students will learn document analysis skills to study some of the history's most famous assassinations.

In the second unit students will use the skill acquired to research and assassination and using creative skills present it to the class.

People & Places

Key Skills

Critical thinking, research, evaluation and analysis

Assessment

Documents and data analysis, Minecraft city, exam

Resources

Teacher generated resources and online resources

ESSI Money Goals

Goals

To understand how to use money and credit responsibility, to gain confidence to manage financial risks and encourage a positive attitude towards saving and financial planning

Scope & Sequence

ESSI Money is an exciting Financial Literacy programme that explores financial basics through different modules that explore budgeting, credit, banking, investing, mobile phones, scams, and smart online shopping. The curriculum is delivered through case studies, research, and theory lessons.

Students will participate in the ESSI money simulation challenge where they will have to “earn” money through working, saving, and investing.

Modern History (VCE 1&2)

In this course students study the period in History from the end of World War until the 1960's. World War I is regarded by many as marking the beginning of twentieth century history. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. The course focuses on the Holocaust and its devastating effect on World Jewry.

In the second semester students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and between nations based on religion, nationalism, race, gender and human rights. Students focus on Civil Rights movements around the world and the Arab-Israeli conflict.

Terrorism in World History

Scope & Sequence

Students will examine the evolving definition of terrorism and the impact of terrorism on world politics. They will examine the causes and effects of some of the world's notorious terrorist attacks and the groups behind them.

BUSINESS STUDIES

Goals

Students will:

- provide students with a foundational understanding of what it takes to be an entrepreneur in theory and in practice.
- gain an understanding of key principles that drive entrepreneurship such as calculated risk taking, problem solving, ethical decision making, confidence and resilience.
- students to develop their own business concepts by learning about customer problem solving, developing a target market, defining an audience, conducting market research, building a marketing campaign and presenting their ideas to their peers.

SCOPE & SEQUENCE

This semester elective covers three different units:

The first unit is more theoretical. It utilises online, interactive, modular learning environment to teach the foundational understandings of what it takes to be an entrepreneur. This is done via entrepreneurial case studies from the world of business and social enterprise to teach key concepts such as calculated risk taking, problem solving, ethical decision making, confidence and resilience.

The second unit is more practical in nature. Students are introduced to a design thinking methodology to underpin the development of their own business concepts. They step through a critical, problem solving process to help generate ideas that might solve real-world customer problems. They learn about developing a target market, carefully defining their audience, conducting market research to help test their business ideas, using research insights to improve their concept development, building a marketing campaign, crafting a concise “elevator pitch” and ultimately presenting their work to their peers.

GEOGRAPHY

Goals

Students will:

- Understand Geographical processes both human and physical that change the world. Explain tangible and intangible characteristics of places including people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape.
- Form geographically significant questions to frame inquiry through the use of a range of sources both primary and secondary.
- Interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions.
- Present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms.
- Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

Integrating Geography and Israel

As a Jewish school we integrate Israeli Geography into the course where there is a suggestion to compare geographical concepts between countries. This enables the students to learn about the challenges facing Israel as a country with few natural resources and its world class innovations in water purification, sustainability and agriculture. Israel is a good example for environmental issues as well as the challenge of preserving the old while planning new cities and neighbourhoods.

Students compare Jewish Law to Civil Law and compare Biblical rights of workers to those of workers today. When comparing Government systems, they compare Australia to Israel.

SCOPE & SEQUENCE

Year 7:

“Water in the World” & “Place & Liveability”

‘Water in the world’ focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. ‘Water in the world’ develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia and Israel.

‘Place and liveability’ focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Israel.

Year 8: “Landforms and Landscapes” and “Changing Nations”

The unit on ‘Landforms and landscapes’ examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. ‘Landforms and landscapes’ develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people. Distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and Israel.

‘Changing nations’ investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asia region (Israel) to show how urbanisation changes the economies and societies of low and middle-income countries.

Year 9: “Biomes and Food Security” & “Geographies of Interconnections”

The unit on ‘Biomes and food security’ examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and Israel.

The unit on ‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.



VCE Humanities

VCE HISTORY REVOLUTIONS

GOALS

Students will:

- Develop an understanding of the nature of history as a discipline and to engage in historical inquiry.
- Ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence.
- Use historical thinking concepts such as significance, evidence, continuity and change, and causation.
- Explore a range of people, places, ideas and periods to develop a broad understanding of the past.
- Engage with debates between historians in an informed, critical and effective manner.
- Recognise that the way in which we understand the past informs decision-making in the present. Appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

SCOPE & SEQUENCE (VCE 3&4)

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units, students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative.

They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

ACCOUNTING (VCE 1-4)

GOALS

Students will:

- Acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user.
- Develop an understanding of the role of accounting in the management and operation of a business.
- Develop skills in the use of ICT in an accounting system.
- Develop an understanding of ethical considerations in relation to business decision making.
- Develop the capacity to identify, analyse and interpret financial data and accounting information.
- Develop and apply critical thinking skills to a range of business situations.
- Use financial and other information to improve the accounting decision-making within a business.

SCOPE & SEQUENCE (VCE 3&4)

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision making, financial as well as ethical considerations (incorporating social and environmental aspects) should be considered.

A photograph of two young women with long dark hair, wearing dark blue school uniforms with yellow stripes. They are smiling and waving their hands. The woman on the left is waving with her right hand, and the woman on the right is waving with her left hand. They are standing in front of a brick wall. The text 'VCE LER YAMER COLLEGE 2024' is visible on the uniform of the woman on the right.

BUSINESS MANAGEMENT (VCE 1-4) GOALS

Students will:

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

SCOPE & SEQUENCE

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

In VCE Religion & Society, students undertake a general study of religion and its interaction with society in the past and the present.

LEGAL STUDIES (VCE 1-4)

Goals

Students will:

- Understand and apply legal terminology, principles and concepts.
- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions.
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform.
- Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia.
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes.
- Propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

SCOPE & SEQUENCE

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

RELIGION & SOCIETY (VCE 3&4)

Goals

Students will:

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

SCOPE & SEQUENCE

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

Religious traditions develop and evolve over time through the participation and contribution of members and through interactions with society. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Some religious traditions continue to thrive while others have declined, disappeared or parts of them have

TEXTS AND TRADITIONS (VCE 3–4)

GOALS

Students will:

- Develop an understanding of the nature and authority of sacred texts within Judaism
- Analyse the relationship between the set texts of Jeremiah and Ezekiel and their historical, social and cultural contexts
- Identify and explain literary forms, structures and techniques used within the prophetic texts
- Interpret and evaluate a range of traditional and contemporary commentaries on Jeremiah and Ezekiel
- Use evidence from the texts to construct coherent and well-supported arguments
- Explore how the texts convey key theological ideas, messages and prophetic themes
- Engage critically with different interpretations and perspectives within the tradition
- Recognise the significance of these texts in shaping Jewish thought and belief across time

SCOPE & SEQUENCE

In Units 3 and 4 Texts and Traditions, students undertake a detailed study of selected passages from the books of Jeremiah and Ezekiel, focusing on their formation, meaning and significance. Students explore the historical, social and political contexts of the late First Temple period, examining the people, places and events that influenced the messages of these prophets. They analyse the literary structure, forms and techniques used within the texts, including prophetic imagery, symbolism and rhetorical devices, and consider how these elements contribute to meaning and impact. Students engage with a range of interpretations, drawing on classical Jewish commentaries as well as contemporary scholarly perspectives, to understand how the texts have been understood and debated over time.

They also investigate the ways in which the messages of Jeremiah and Ezekiel are interpreted and applied in different contexts, evaluating their influence on Jewish belief and ethical thought. Through close textual analysis and critical inquiry, students develop the skills to interpret passages in depth and construct informed, evidence-based responses.



VET SMALL BUSINESS (CERT II)

In order to achieve a VET Small Business qualification (Cert II), students must demonstrate 'competencies' described in each Unit of the Certificate. Guidelines are given as to the skills, knowledge and attributes which will be covered to ensure students will be able to meet future industry requirements to work effectively within small business contexts across a range of industry sectors. The content of the Certificates in Small Business provides students with the knowledge and skills to enhance their employment prospects within small business contexts across a range of industry sectors. Students will learn how to: support safe

and sustainable small business operations; support the daily financial management of small business operations; demonstrate elementary professional skills and approaches to engage in small business contexts; apply effective communication, creative thinking and problem solving techniques to underpin co-operative relationships between stakeholders within a small business context; and support the implementation and review of innovation and change within a small business context.

100% attendance is expected at all VET classes. Any absence must be accompanied with a medical certificate or a note from parents. All tasks as assigned are to be completed by the due date, and students who fail to meet deadlines will be given a warning and a second submission date will be negotiated. Students who fail to complete set tasks, by the end of the term that the tasks were set, will be withdrawn from the program.

Undertaking VET while at school allows students to mix general and vocational courses and vocational training from External Providers.

The VCE VET Small Business program does not offer scored assessment. A student who achieves a Units 3 and 4 sequence may be eligible for an increment (block credit) towards their ATAR.

COMPULSORY	
VU22520	Contribute to small business operations and innovation (50) Develop
VU22521	elementary skills for small business environments (50)
VU22522	Identify small business policies and procedures* (40) <i>* BSBWHS201 is a pre-requisite for Unit VU22522</i>
VU22523	Undertake basic market research and promotion for a small business product or service (60) – Term 3
VU22524	Participate in small business quality processes (25) – Term 4
VU22525	Assist with the presentation of public activities and events (25)
VU22526	Follow procedures for routine financial activities of a small business (20)
BSBWHS201	Contribute to health and safety of self and others (20) – Term 1
ELECTIVES	
BSBWOR202	Organise and complete daily work activities (20) – Term 1
SITXCCS006	Provide service to customers (25) – Term 4 Develop and
BSBCRT301	extend critical and creative thinking skills (40) – Term 2
BSBPRO301	Recommend products and services (20)

Hebrew



GOALS

The Hebrew program is driven by the belief that mastery of Hebrew promotes students' understanding of their history, culture and tradition, excites them about lifelong Jewish learning, fosters a sense of belonging to the Jewish people and cultivates strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people). We seek to create a community of Hebrew speakers who can participate in a casual conversation or sophisticated discussion in Hebrew, enjoy a Hebrew lecture, read a Hebrew book or an article in an Israeli newspaper using a critical lens and write a letter or an essay about personal, cultural, social, political and global issues. In order to achieve these goals, students are offered multiple opportunities to develop their four communicative skills – speaking, reading, listening and writing and critical thinking skills through sequential linguistic progression (grammar and vocabulary) embedded in socially relevant themes, resources and learning experiences.

SCOPE & SEQUENCE

(YEARS 7 - 10) Reshit Ha'Ivrit: Novice Students

Through the materials in Book 1, the students are introduced to the vowel signs, the letters of the alphabet, numbers, and a basic vocabulary of 150 words. Book 1 contains many exercises and activities to ensure that students practice reading to attain proficiency and fluency and writing to be able to form the letters correctly. In addition, they acquire basic speaking skills and are able to hold short conversations.

Books 2 and 3 build on the foundation laid in Book 1. Students learn to read a variety of genres such as conversations, songs, monologues and short articles relating to themes of social life, school, the home, weather, animals and colours. Linguistic topics include nouns and adjectives – singular and plural, masculine and feminine, agreement between nouns and adjectives, and personal pronouns and verbs in the present tense. All the texts are vowelised (nikkud) and contain enjoyable activities that help students learn the 500-word vocabulary that forms the foundation upon which further proficiency can be developed.

By the end of Reishit Ha'ivrit students are able to write conversations, monologues and short articles, and demonstrate their spoken Hebrew in longer conversations and monologues. This program is also suitable for those students in Years 7-10 who may still need vowelisation to read Hebrew and understand the content.

Bishvil Ha-Ivrit 1: Beginners

This book is designed for students who can read and write Hebrew without vowels (nikkud) and know about 150 basic Hebrew words, or are performing in the Novice Mid-level based on the ACTFL's Proficiency Guidelines prior to starting this book. Upon completion of this book, most students will be able to listen, view and read with emerging comprehension, write and speak using the vocabulary, syntax, and morphology learned in the book about basic personal and social topics and contexts in this book with emerging fluency and accuracy and in multiple genres (prose, poetry, songs, Biblical verse and midrash, text messages, notes and more).

Content and Context where I live; map of Israel; central cities and regions in Israel (e.g. Jerusalem, Tel Aviv, the Negev and the Galil); city life/village life/ kibbutz life; my school and schools in Israel; family trees; the Negev and desert life; parties; my room and home; my daily schedule and leisure activities; the Jewish daily schedule including prayer and timebound commandments; food and restaurants; family and family events; encounters with Israeli teenagers through videos. Communicative Skills Communicative tasks relate to basic personal information, personal preferences, daily activities, and some immediate needs.

Bishvil Ha-Ivrit 2 (Low-Intermediate)

This book is designed for students who have achieved the skills and linguistic knowledge goals of Bishvil Ha-Ivrit Book 1 or are performing in the Intermediate Low level based on the ACTFL's Proficiency Guidelines prior to starting this book. Upon completion of this book, most students will be able to listen, view and read with comprehension, write and speak about the content of the book, using the vocabulary,

The mastery of Hebrew promotes students understanding of their history, culture and tradition...fosters a sense of belonging and cultivate strong ties with Medinat Yisrael and Am Yisrael

syntax, and morphology learned in the book with ease and at greater length and sophistication in familiar and occasionally unfamiliar contexts and in multiple genres (prose, poetry, songs, Biblical verse and midrash, text messages and notes and more).

Content and Context Life in a big city in general and in Tel Aviv specifically; health and beauty; portraiture and its meanings and messages; volunteer work and charity; ecology; animals; the role of music in our life; smartphones and social media; places in Israel and Israeli society; the Hebrew language. Communicative skills and communicative tasks include uncomplicated social situations requiring an exchange of basic information related to routine tasks associated with daily life, school, recreation, particular interests, and areas of competence.

Bishvil Ha-Ivrit 3 (Mid-Intermediate)

This book is designed for students who have achieved the skills and linguistic knowledge goals of Bishvil Ha-Ivrit Book 2 or are performing at the Intermediate-mid level based on the ACTFL Proficiency Guidelines prior to starting this book. Upon completion of this book, most students will be able to listen, view and read with comprehension, write and speak about the content of the book, using the vocabulary, syntax, and morphology learned in the book with partial accuracy and fluency in various contexts and in multiple genres (prose, poetry, songs, Biblical verse and midrash, text messages and notes and more).

Content and Context Shapes and colours; symbols; disagreements; climate; photography; history, archaeology and preservation; animals; friendship; learning and teaching.

Communicative Skills Communicative tasks include most informal and some formal conversations on familiar and new concrete social and academic topics related to school, home, and leisure activities. They can also speak about some topics related to current events and matters of public and community interest in paragraph-length with detail and organisation.

YEAR 9 ELECTIVE

Israeli Music - Unpacking Identity

The Hebrew Israeli Music elective affords the students a unique and different learning experience because of its focus on music and song. The aim of this course is to develop an awareness of Israeli history, ideology and identity through our rich treasure-trove of songs, and develop in our students a love for Israeli music as well as a personal connection to Israel and to the motifs of the songs. In this course, the students will unpack the lyrics, and discuss the personalities of the song writers in the context of the development of a national identity. This course promises to be both intellectually rewarding and emotionally uplifting for those who love Israeli music. Students will develop their analytical and interpretative skills, expand their vocabulary and knowledge of Hebrew idioms. In addition, this course will give them the opportunity to sing and emotionally connect with the Israeli culture as it developed and flourished through the decades of our state's existence.

YEAR 10 ELECTIVE

Hebrew Literature & Israeli Cinema

The Hebrew Literature and Israeli Cinema elective affords the students a unique and different Hebrew learning experience because of its focus on stories, songs, poems and films. The aim of this course is to give the students the experience of reading, listening and viewing as well as participating in the creative writing process. The participants will start by learning a few short stories and writing a short story of their own. They will also examine some well-known poems and Israeli songs, discuss poetic terms such as rhyme, rhythm, beat and repetition, choose a topic of interest and write a poem/ song of their own. Finally, they will watch an Israeli film, analyse it, learn essential terminology and produce their own film script.

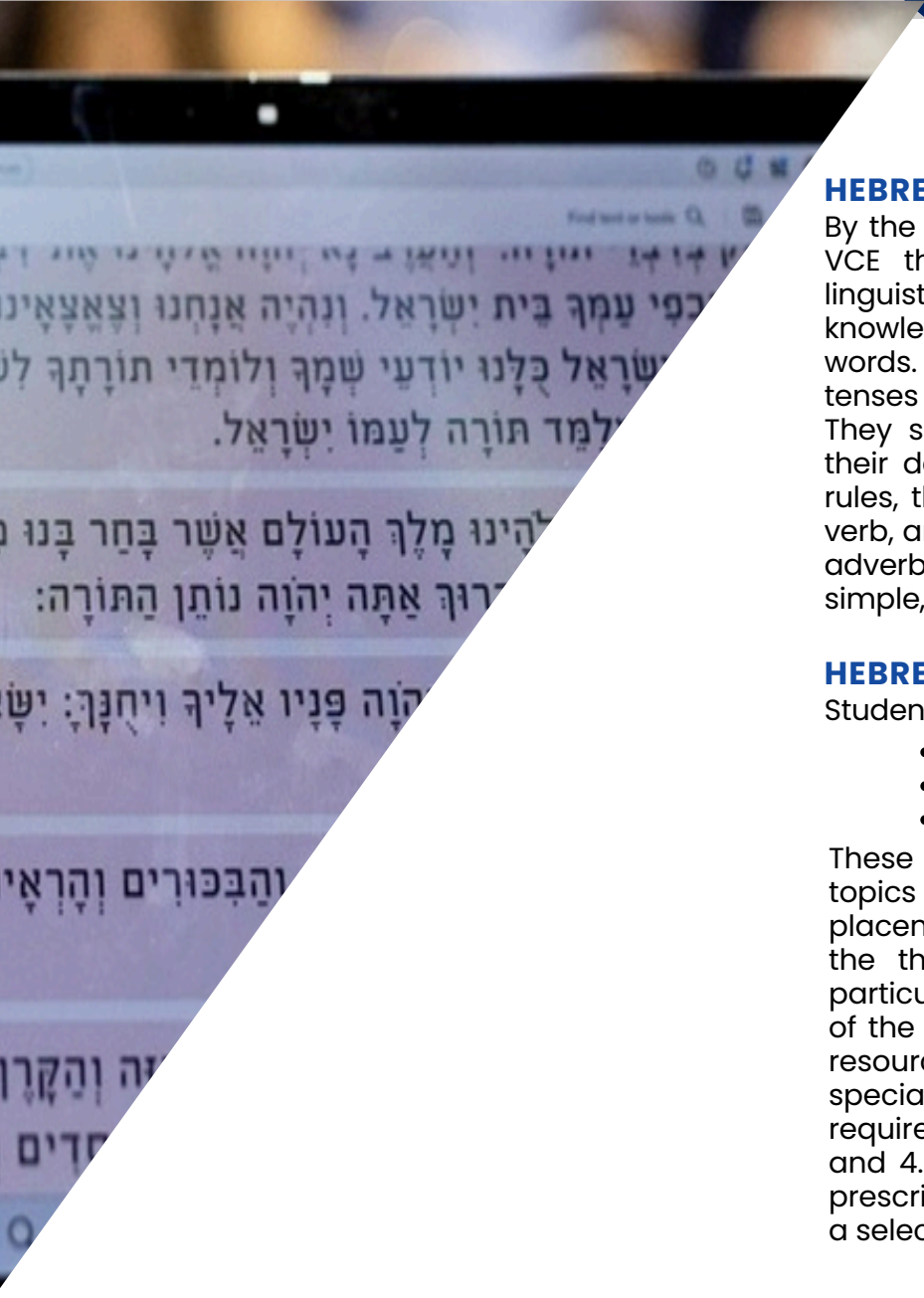
In this course we will not teach grammar and syntax but will focus rather on the topics that arise from delving into the literary and cinematic content. Undoubtedly, this will be a rewarding experience for our students who will be able to take away many authentic pieces of work in which to delight for years to come.

YEAR 10 & 11 VET Applied Languages

In order to achieve a VET Applied Language qualification, students must demonstrate 'competencies' described in each Unit of the Certificate. Guidelines are given as to Language that might be covered and settings within which this Language may be used. The content of the Certificates in Applied Language reflects the emphasis in the new Australian curriculum on the skills of noticing and observing behaviour and Language use of those around us, development of inter-cultural awareness, and awareness of self in different linguistic and cultural contexts. Each Certificate has a communicative focus in that students must demonstrate their capacity to understand and use the Language to communicate. The tasks involved require students to be able to interact with a range of people, in a range of settings – both in social settings and in the workplace.

Competency-based courses mean that a student needs to show that he or she is able to do something in a range of contexts, and at different times. This means that if a student has previously demonstrated competency in a specific context, but then can no longer demonstrate that skill in a different context, at a later stage, then the student may be assessed as Not Yet Competent, and would need to be re-assessed after undertaking further training/learning. A student is required, in an ongoing manner, to show that he or she still has the capacity to understand and express Language that was learnt the previous term or semester. The aim of VET Languages course is to help students achieve a greater capacity for spontaneity and fluency.

CERTIFICATE II – UNITS OF COMPETENCY	CERTIFICATE III – UNITS OF COMPETENCY
<p>CALOCS201 Conduct basic oral communication for social purposes in a language other than English</p> <p>CALOCW202 Conduct basic workplace oral communication in a language other than English</p> <p>CALRWS203 Read and write basic documents for social purposes</p> <p>Read and write routine texts for social purposes in a language other than English</p> <p>CALRWW204 Read and write basic workplace documents in a language other than English</p>	<p>CALOCS301 Conduct routine oral communication for social purposes in a language other than English</p> <p>CALOCW302 Conduct routine workplace oral communication in a language other than English</p> <p>CALRWS303 Read and write routine workplace texts in a language other than English</p> <p>CALRWW304 Read and write routine workplace texts in a language other than English</p>



HEBREW (VCE 1&2)

By the time students chose to study Hebrew for VCE they should have established a sound linguistic foundation and have a working knowledge of between 2000-3000 Hebrew words. Students should know the three Hebrew tenses and the five most common binyanim. They should be familiar with prepositions and their declension, the smichut construct and its rules, the rules of agreement between subject-verb, and noun-adjective, and the correct use of adverbs. Students should also be able to use simple, compound and complex sentences.

HEBREW (VCE 3&4)

Students study three prescribed themes:

- the individual the Hebrew
- speaking communities
- the changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.

UNIT 3	UNIT 4
<p>There are 3 SACS for Unit 3 (Semester 1)</p> <p>1 - Expression of ideas through production of original texts.</p> <p>2 - Analysis and use information from spoken texts.</p> <p>3 - Exchange of information, opinions and experiences.</p>	<p>There are 3 SACS for Unit 4 (Semester 2)</p> <p>1 - Analysis and use information from written texts.</p> <p>2 - Writing an informative essay on the Selected Detailed Study topic.</p> <p>3 - Conversing and discussing the detailed study in depth.</p>



Mathematics

Mathematics encompasses a wide range of fields including arithmetic, measurement, algebra, geometry, trigonometry, statistics, and probability. It deals with quantities, shapes and data as well as numerical relationships and operators. But mathematics is more than just a collection of concepts and skills; it is a way of approaching new challenges through describing, investigating, reasoning, visualising and problem solving. The skills taught will provide students with not only the basis for continued learning in mathematics, but also a foundation for success in the workplace and for solving problems that arise in all areas of life.

Goals

Students will:

- Develop mathematical understanding, fluency, reasoning and problem solving to analyse mathematical situations using given information to construct and communicate a solution
- Use numeration to develop an understanding of the multiple uses of numbers in the real world and in the development of mathematical ideas
- Use mathematical modelling to present and interpret mathematical information
- Use mathematical patterns and functions to develop an appreciation for the usefulness and beauty of mathematics

YEAR 7: SCOPE & SEQUENCE

Understanding

Describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency

Calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving

Formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning

Applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

YEAR 8: SCOPE & SEQUENCE

Understanding

Describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

Fluency

Calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and the volumes of three-dimensional objects.

Problem Solving

Formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.

Reasoning

Justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.





YEAR 9: SCOPE & SEQUENCE

Understanding

Describing the relationship between graphs and equations, simplifying and re-expressing a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.

Fluency

Applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.

Problem Solving

Formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning

Following mathematical arguments, using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

YEAR 9 MATH ELECTIVE: NUMB3RS

Numb3rs is a Mathematics elective designed to enhance and enrich students understanding use and purpose of Mathematics beyond and outside of the Australian Curriculum. Numb3rs will explore the use of numbers in various different aspects; number theory, statistics and problem solving. Topics will include: the structure of numbers, including primes, composites, multiples and divisors; the Euclidean Algorithm for highest common factor and use this for solving Diophantine equations; Modular Arithmetic and its application to cryptography and ciphers

(code breaking); a statistics-based project exploring how numbers are used in understanding the world around us and in future decision making; Problem solving and approaches to maths competitions

Number Theory

Students will explore the structure of numbers, including primes, composites, multiples and divisors which will include looking for rules around determining the number of divisors. Students will become familiar with the Euclidean Algorithm for highest common factor and use this for solving Diophantine equations. The discovery different counting methods using Modular Arithmetic will be explored and applied to cryptography and ciphers – code braking!

Statistics

Students will work on a statistics based project and explore how numbers and statistics are used in understanding the world around us and in future decision making. Students will be involved with the design, collection of data, analysing using various statistical tools and spreadsheets. Students will be required to present the data in ways that solid conclusions can be formulated and future growth or improvement based on their findings.

Problem Solving

Extending on number theory and other enrichment material, available to us by the Australian Maths Trust, students will learn about the structure of and approaches to maths competitions. This can be applied to future competitions as well as a greater understanding of problem solving techniques.

Mathematics is more than just a collection of concepts and skills; it is a way of approaching new challenges through describing, investigating, reasoning, visualising and problem solving.

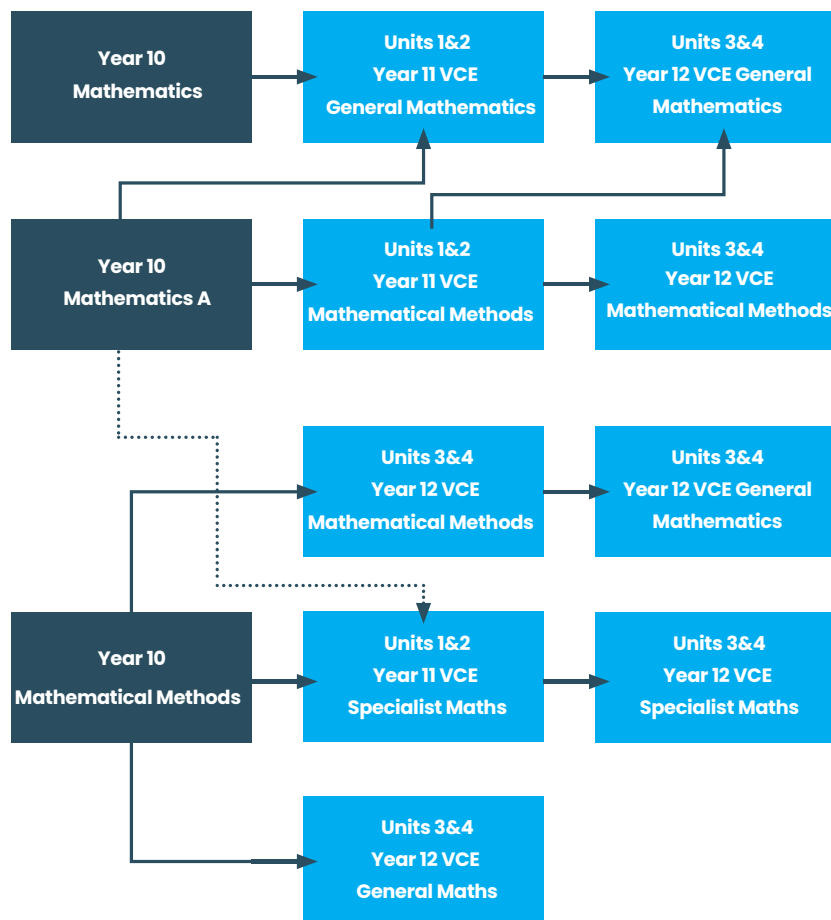
YEAR 10

Year 10 students are divided into three groups for Mathematics:

Mathematics	Mathematics A	Mathematical Methods
Studying Year 10 Mathematics in preparation for the study of VCE General Mathematics Units 1 & 2 in Year 11 and General Mathematics Units 3 & 4 in Year 12	Studying Year 10 Advanced Mathematics in preparation for the study of VCE Mathematical Methods Units 1 & 2 and VCE Specialist Mathematics 1 & 2 in Year 11	Undertaking VCE Mathematical Methods Units 1 & 2 in preparation for VCE Mathematical Methods 3 & 4 and VCE Specialist Mathematics 1 & 2 in Year 11

Both the Mathematics and Mathematics A classes offer a similar program for the first semester of Year 10. Student placement is reconsidered up until after the mid-year examinations. This ensures that all students are placed in the appropriate class prior to the second semester. The Year 10 Mathematics course is modified in Semester 2 and is designed to provide sufficient preparation for the study of General Mathematics in Year 11, but does not prepare students for the study of VCE Mathematical Methods.

The following flowchart shows the possible Mathematics pathways from Year 10.



This structure enables the development of courses for narrower bands of mathematical ability which cater better for individual needs and encourages enhanced student achievement and motivation.

VCE OVERVIEW

VCE General Mathematics 1&2	VCE Mathematical Methods 1&2	VCE Specialist Mathematics 1&2	VCE General Mathematics 3&4	VCE Mathematical Methods 3&4	VCE Specialist Mathematics 3&4
	Prerequisite A minimum of a B grade in Year 10 Mathematics A	Prerequisite A minimum of an A grade in Year 10 Mathematics A is strongly recommended			
<p>Computation and practical arithmetic</p> <p>Linear relations and equations</p> <p>Linear graphs and models</p> <p>Inequalities and linear programming</p> <p>Financial arithmetic</p> <p>Matrices Number patterns and recursion</p> <p>Investigating & comparing data distributions</p> <p>Investigating relationships between two numerical variables</p>	<p>This is a challenging, high level course designed for students wishing to proceed to Mathematical Methods 3&4</p> <p>Functions and Graphs</p> <p>Algebra</p> <p>Calculus</p> <p>Probability and Statistics</p>	<p>This very challenging course MUST be studied in conjunction with Mathematical Methods</p> <p>Number systems and Recursion</p> <p>Geometry in the Plane, and Proof</p> <p>Sequences and Series, Induction</p> <p>Graphing techniques</p> <p>Trigonometry</p> <p>Complex Numbers</p> <p>Kinematics</p> <p>Vectors in the plane (two and three dimensions)</p>	<p>Data analysis Recursion and financial modelling</p> <p>Matrices</p> <p>Graphs and relations</p>	<p>Functions and Graphs</p> <p>Algebra</p> <p>Calculus</p> <p>Probability and statistics</p>	<p>Functions and graphs - extended</p> <p>Algebra - extended</p> <p>Calculus - extended</p> <p>Vectors</p> <p>Mechanics</p> <p>Probability and statistics - extended</p>

Science & Technology



Goals

Students will:

- For students to identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
- Develop analytical skills including critical and creative thinking and communication skills
- To use scientific, cognitive skills and understanding to analyse contemporary science related issues and communicate their views from an informed position
- To understand and use the scientific method to investigate the world around them.
- To learn that advances in scientific understanding often rely on developments in technology and collaborations across the disciplines of science and the contributions of people from a range of cultures

SCOPE & SEQUENCE

Year 7: Science

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Year 7: Tinker and Design 7

Students are introduced to the world of creative tinkering and engineering product design. Students work through the Engineering Design Process by completing authentic and relevant problems which are guided by the Sustainable Development

Goals. As students begin by defining the problem, they learn to recognise the need, identify a target population, relate the project, and identify its requirements and constraints. Students will then conduct research, evaluate possible solutions and build their prototypes and test them. Examples of topics we may consider, but are not limited to, are:

- Building design with elements inspired by nature
- Use of technology to improve future housing
- Sustainable cities
- Solar and water technologies for developing communities
- Assistive technology devices

This elective really pushes the boundaries of critical and creative thinking and develops skills in collaboration, communication, information literacy, leadership and innovation.

Year 8: Science

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.



Year 9: Science

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Year 9 Elective: Forensics Science

This course provides an opportunity for students to investigate how forensic science can be used to solve and prevent crimes. Students gain the knowledge and the skills of how to collect and analyse evidence found at a crime scene. During this elective course students will undertake the following:

- Complete a research presentation on the different fields of forensics science
- Undertake a case study analysis of a crime
- Design and perform controlled experiments
- Develop knowledge and skills central to biological, chemical and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world.
- Develop and use skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions.
- Develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection.
- Communicate scientific understanding in appropriate language to a range of audiences.

Year 9 Elective: Computer Science

This elective introduces students to the world of computer programming, logical thinking and problem-solving. Aimed at beginners, students start with a gentle introduction to the basics of Python programming, writing programs that display colourful text and respond to user inputs. After coding a text adventure game in Python to demonstrate their skills, students will begin learning how to incorporate generative AI technologies such as ChatGPT and DALL-E within their Python programs. The elective culminates in students programming a software based solution to a real-world problem of their choice.

Year 10: Biology

The Year 10 Biology course is aimed at introducing students to some of the challenges to an organism in sustaining life, reproducing and the transmission of biological information from generation to generation. This unit will include

- Genetics: DNA structure and function and mutations, leading onto genes, alleles, monohybrid crosses and sex-linked traits.
- Cell reproduction: mitosis and meiosis and its application to human reproduction and development.
- An investigation and evaluation of current Biotechnology: genetic tools and techniques
- karyotyping, cloning, genetic engineering and DNA profiling.
- Biodiversity and the history of life on earth, leading onto the theory of evolution by natural selection.

Year 10: Chemistry

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity. Students investigate the nature of metals and their properties, how a metal is extracted from its core and how it may be modified. Students examine their formation and impacts of environmental conditions.

Year 10: Physics

In Physics we will show students the basics of describing how and why they move. We start by defining the concepts of position, distance, displacement, speed, velocity and acceleration. Graphing of these is a much more powerful way of analysing these so we undertake practical work that collects data and uses Excel to tabulate, calculate and draw graphs to show a number of different motion types. Then we spend time really understanding Newton's Three Laws of Motion and get the students to see the application of these to everyday activities like walking, throwing and driving a car.

Using this knowledge, the safety devices in cars (inertial seat belts, airbags and head rests) are better understood. Also, a discussion is undertaken using Newton to better explain conditions like concussion.

Year 10: Psychology

The year 10 psychology elective introduces students to the study of the human mind and behaviour. Students will learn the basics of how psychological research is conducted, and explore a variety of topics such as brain chemistry, mental health, personality disorders, sleep, and happiness. Through these areas of study, students will have the opportunity to conduct their own scientific investigations and learn how to interpret results of empirical research through the lens of models and theories. The elective is a fascinating window into the world of psychology for any student, especially those interested in exploring the subject as an option for VCE study.

Year 11: Biology Unit 1

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the

regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural physiological and behavioural adaptations that enhance an organisms survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Year 11: Chemistry (New Study Design) Unit 1

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.

They are introduced to ways that chemical quantities are measured.

They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. A student directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.

The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Unit 2

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

Year 11: Physics (New Study Design) Unit 1

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used



to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. In Area of Study 2, students choose one of eighteen options. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Year 11: Psychology (New Study Design) Unit 1

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods,

as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

In these units, students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product. Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multidisciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

Year 12: Biology

Unit 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules.

They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. The application of ethical understanding in VCE Biology involves the consideration of

approaches to bioethics and ethical concepts. A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster.

Students learn to think beyond the concepts experienced in everyday life.

Year 12: Chemistry Unit 3

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.

Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Year 12: Physics Unit 3

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter.



They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Year 12: Psychology

Unit 3

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Unit 4

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a bio-psychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of bio-psychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.



The Arts



VCE Art Making & Exhibiting

The visual arts program at Leibler Yavneh College is designed to develop students' creative skills, critical appreciation and knowledge of artistic techniques and technologies through processes of visual inquiry, studio practice, exhibition and display and in evaluations and reflections of their own art works as well as those of others. The visual arts program also aims to develop students' sense of personal and cultural identity and equips them for lifelong involvement in, and the active appreciation of, the Arts. Studying art at Leibler Yavneh College allows students to learn from a specialist teacher in painting, photography, printmaking, drawing, ceramics and sculpture. The Art course for students in Years 7 - 9 offers students the opportunity to sample and explore a wide range of media and materials in both 2D and 3D Art forms.

Years 7 & 8

In Years 7 and 8 students learn how to represent a theme, concept or idea in their artwork and develop ways to enhance their intentions as artists through the exploration of how artists use materials, techniques, technologies and processes. They develop planning skills for art-making by exploring techniques and processes used by different artists and practice techniques and processes to enhance representation of ideas in their art-making.

Students also learn to identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making.

- Making of artworks in 2D
- Construction of artworks in 3D
- Learn from a specialist teacher in painting, photography, printmaking, drawing, ceramic, sculpture and fiber arts.
- Opportunity to enter various art competitions.
- Participation in lunchtime Art and Creative Textiles Club

Years 9 & 10

In Years 9 and 10 students build on the skills learnt in earlier years and continue to develop and express individual approaches to the Art through investigation and experimentation. All offerings prepare students for related studies within the VCE Curriculum. Students learn to evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They also analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Additionally students manipulate materials, techniques and processes to develop and refine techniques and processes in both 2D and 3D Art forms to represent ideas and subject matter in their artworks.

- Making of artworks in 2D
- Construction of artworks in 3D
- Learn from a specialist teacher in painting, photography, printmaking, drawing, ceramic, sculpture and fiber arts.
- Opportunity to enter various art competitions.
- Participation in lunchtime Art and Creative Textiles Club

Art Making & Exhibiting (VCE 1&2)

Unit 1: Explore, expand & Investigate Unit 2: Understand, develop & resolve

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

Outcome 1 - Thematic Exhibition

Students design and curate a thematic exhibition of six artworks: The documentation of the development of the presentation is recorded in the Visual Arts journal and included in the assessment.

OUTCOME 2 – EXPERIMENTAL ARTWORKS AND DOCUMENTATION

Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion. The initial stages of art making are recorded and documented using written and visual material in their Visual Arts journal.

OUTCOME 3 – FINISHED ARTWORKS

Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal.

Art Making & Exhibiting (VCE 3&4)

Unit 3: Collect, extend & connect

OUTCOME 1

Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making. Students research and collate documentation in a Visual Arts journal. **OUTCOME 2** – Make artworks in specific art forms, prepare and present a critique, and reflect on feedback. Students present their Unit 3 art making in a critique to their class or other group. They include all aspects of Outcomes 1 and 2. The presentation is limited to 10 pages from their Visual Arts journal and at least TWO artworks.

OUTCOME 3 –

Understand the presentation, conservation, and care of artworks, including the conservation and care of their own artworks.

Unit 4: Consolidate, present & conserve

OUTCOME 1

Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making. Students make at least one finished artwork in a specific art form that expands on the artworks that they completed in Unit.

OUTCOME 2

Plan and display at least one finished artwork in a specific art form and present a critique. Students present a display and critique of at least one finished artwork to their peers or another group.

The student's level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to Final Assessment

The examination will contribute 30% to the study score.



Visual Communication

Visual Communication Design focuses on the study of visual language and its impact on communicating ideas, solving problems, and influencing behaviours. Students learn to manipulate type and imagery for specific contexts, purposes, and audiences, combining manual and digital methods with design elements and principles. This helps them understand how aesthetics contributes to effective communication and the foundation of good design practice.

Students explore how designers visually communicate concepts for messages, objects, environments, and interactive experiences. They collaborate and work independently to identify and address design problems, improving services and spaces for stakeholders in-person and online. Using a design process and thinking strategies, they discover, define, develop, and deliver design solutions, employing drawings for representation and creating models for testing and presentation. Students engage in critiques to give and receive constructive feedback, expanding their design vocabulary.

Throughout their study, students consider factors influencing design decisions, including notions of good design, aesthetic impact, and various influences like economic, technological, environmental, cultural, and social factors. They also learn to accommodate diverse needs using human-centered design principles, alongside ethical, legal, sustainable, and culturally appropriate practices. Additionally, they acknowledge the significance of Aboriginal and Torres Strait Islander design knowledge, histories, traditions, and practices.

Rationale

The demands of 21st-century living have expanded the designer's role, recognizing design's potential to address complex problems across sectors like business, industry, and education. VCE Visual Communication Design shifts focus from mere appearance and function to understanding design as part of larger systems tackling issues sustainably and strategically.

Contemporary designers acknowledge that visual communication occurs in fluid, rapidly changing contexts, with consumers often acting as co-creators. They employ human-centered research practices to identify problems, opportunities, and trends while empathizing with stakeholders' needs and behaviors.

The VCE Visual Communication Design program aims to cultivate future-ready designers with critical and reflective perspectives, refined aesthetic sensibilities, and the skills to address real-life problems. By exploring diverse design cultures and traditions, students learn how to communicate ideas effectively for individuals and communities, developing the knowledge and dispositions of a multidisciplinary designer who is reflective, responsible, and empathetic.

Structure

The study is made up of four units. Each unit focuses on specific content within areas of study, enabling students to achieve defined outcomes described through key knowledge and key skills.

Unit 1: Finding, reframing and resolving design problems

In this unit, students learn the practices and processes designers use to identify and resolve human-centered design problems. They explore how design can enhance life for individuals and communities, recognizing that concepts of good design evolve over time. By employing human-centered research methods, students collaborate to uncover design issues and understand stakeholder perspectives, using these insights to create design criteria.

The discovery process introduces students to the VCD design phases and divergent and convergent thinking, which they integrate into future projects. Practical projects focus on designing messages and objects, highlighting the role of visual language in communication. Students engage in critiques, sharing ideas and providing feedback. They apply the Develop and Deliver phases of the VCD design process, utilizing methods and materials from communication and industrial design. Projects encourage exploration of brand strategy and sustainable design while considering how economic, technological, cultural, environmental, and social factors shape design decisions and drive change.

Unit 2: Design contexts and connections

Students apply their understanding of good design, human-centered research methods, and influential design factors by revisiting the VCD design process in its entirety. Practical tasks focus on designing environments and interactive experiences, adopting practices from fields like architecture and UX design. They explore various methods, media, and materials while developing spaces and interfaces that cater to contextual factors and user needs.

Learning activities emphasize the connections between design and its context and the emotional potential of interactive experiences in both physical and digital realms. Students draw inspiration from historical movements and cultural design traditions, contemplating how past designs can influence future work. Design critiques remain essential, helping students articulate and justify their decisions while providing and receiving constructive feedback.

Additionally, students study culturally appropriate design practices, learning about protocols for the use of Indigenous knowledge in design, particularly regarding Aboriginal and Torres Strait Islander traditions. They also examine how issues of ownership and intellectual property affect designers across various contexts and fields.

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where

designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.



Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

In this unit, students further explore the VCD design process by resolving design concepts and presenting solutions for two distinct communication needs. They evaluate, select, refine, and share ideas developed in Unit 3, Outcome 3, engaging in an iterative cycle to rework concepts, revisit research, and review defined design criteria.

Students explore manual and digital methods, media, and materials, testing concepts using models, mock-ups, or low-fidelity prototypes. Once design concepts are finalized, students create a pitch to justify their decisions and respond to feedback through final refinements.

They choose effective ways to present their solutions, considering aesthetic impact and communication, selecting appropriate materials and methods that align with the distinct purposes and formats outlined in the brief.

Assessment

Units 1 and 2 are school based assessment. Units 3 outcomes 1 and 2 are assessed against state performance descriptors. Unit 3 and 4 are assessed through completion of a personal folio. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Additional activities

Designs excursions, Community display of student works
Folio generation in preparation for VCE Visual Communication Design competitions, Folio preparation skills for university interviews,

Year 9 and 10 Pathways

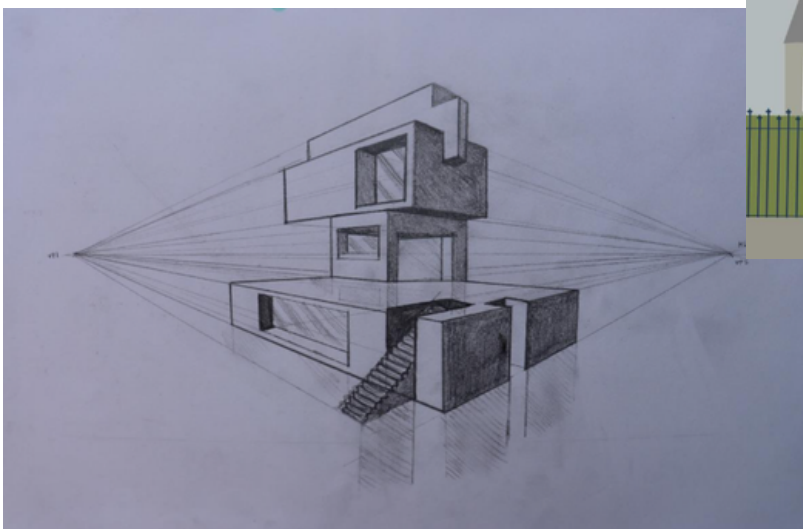
By selecting Year 9 and 10 subjects in design, students will acquire the skills to critically analyse and evaluate both their own visual communications and those from various historical, social, and cultural contexts, effectively conveying complex ideas and information.

Students will learn to craft briefs and visualise, generate, and develop creative ideas tailored to meet audience needs. They will engage in a reflective process, evaluating, refining, and justifying their design decisions and aesthetic choices. Students will showcase their expertise in visual communication design through the application of key skills, techniques, conventions, and processes across diverse design fields. By manipulating design elements, principles, materials, methods, media, and technologies, they will bring their concepts and ideas to life, addressing specific purposes, audiences, and needs. This comprehensive approach ensures that students are not only proficient in design but also equipped to make impactful contributions in the visual communication landscape.

Yavneh college offers 2 semester subjects in both year 9 and 10. In other words, there is a subject in semester 1 for two-dimensional design (Graphics and Interactive design) and in semester 2, three-dimensional design (Objects and architectural design).

Skill set in Years 9 and 10

- Rendering and illustration skills
- Two- and three-dimensional drawing
- Composition
- Typography
- Computer skills: Photoshop, Illustrator, InDesign, Experience design
- Community display of student works



Creative Textiles

Year 9 Creative Textiles builds upon practical skills learnt in art subjects, allowing students to combine creativity with their design skills. Students will investigate, design, produce and evaluate their products and develop their knowledge in this area. They will become competent in the use of the sewing machine and incorporate several practical applications to lead into Product Design and Technology (Textiles) in VCE.

Students gain experience in using sewing machines, hand tools and a variety of fabrics and fibres to make a range of textile craft products.

Units may include:

- Structure and manufacture of textiles
- Patchwork and quilting
- Dyeing
- Weaving
- Knitting & Crochet
- Embroidery
- Garment Construction
- Felting
- Textile Art

The aim of this syllabus is to develop confidence and proficiency in the design, production, and evaluation of textile items.

Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Media

Media studies involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Studies connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies.

Like all art forms, Media studies at Yavneh has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The skills learnt in Year 7 through to Year 10 are carried onto VCE Media Studies in which the students take on larger projects such as Photography or Film Folios.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media studies projects making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. These are achieved at Yavneh by creating film or photography pieces which work together with the school's ethos and Judaism.

In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences.

Year 7 Media Studies & Year 8 Multimedia Art

The study of Media Studies and Multimedia Arts focuses on developing the understanding and skills in computational thinking and engaging students with a wide range of information systems as they broaden their experiences in the world of technology. Students will also plan and create various media forms utilising different technologies in the classroom. The Multimedia Arts course in Year 8 provides students with the skills and opportunity to:

- Explore various digital tools; understand various digital media including static and moving images
- Appreciate the creative works of others and to create various media projects which range from image manipulation, photography, audio mixing and editing, podcasts, media studies issues and filmmaking.
- Students use the following hardware: digital still/ video cameras, microphones, lighting and tripods. Students should be able to use the following software: Sony Acid Music, Photoshop, Sony Movie Studio, Audacity, and Mix Craft.
- Students are to construct various digital imagery using image editing software and digital still cameras. Students are taught camera techniques, video editing and rendering to create various video projects.

Year 9 Photography

Year 9 Photography is an engaging and creative extension of Media Studies, focusing on visual storytelling through the lens. Students develop technical skills in camera operation, composition, and digital editing while exploring how images communicate meaning and influence audiences. They analyze photographic styles and experiment with techniques to create expressive and thought-provoking work. This subject builds a strong foundation for students interested in pursuing Photography within VCE Media, helping them develop the creative and analytical skills needed for future media projects.

Year 9 & 10 Media Studies

In Year 9 Media Studies, students extend their use of media conventions and create products that represent various aspects of media arts through video production.

Students further develop understanding of the phases of film production from Pre to Post, and apply this knowledge into creating a short films and other multimedia projects.

In Year 10 Media Studies, students create media artworks that communicate social and cultural representations and alternative points of view for a range of audiences and contexts. By creating a structured photography or film folio which adheres to VCE guidelines. They will understand the concepts of narrative analysis and societies values/ ideologies studying various text.

Year 11 Media Studies

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. Students work on individual and group projects in preparation for the larger folio assessment in VCE Media Studies.



Year 12 Media Studies

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students create a folio based on either a photography theme or short film. These specific folios are showcased at the end of year Arts folio night at Yavneh and are also used in various university interviews as requirements to certain courses.

PROGRAMS OFFERED AND OPPORTUNITIES IN YEAR 7 AND 8 TECHNOLOGIES AND MEDIA ARTS

Various short film competitions
 Stop Motion Animation Projects
 Anti-bullying poster and short film competitions
 Bnei Brith Digital Art and Photography opportunities
 Digital Photography competitions within Yavneh – Yom Hatzmaut etc
 ATOM Victoria Short Film festival entrants
 Various choices of applying for the school Audio Visual/photography club in Year 8.
 Yavneh college Internal Art/Design/Photography award in which an art piece is showcased in the school for a year

ADDITIONAL OPPORTUNITIES FROM YEAR 9 - 12

	YEAR 10	YEAR 11	YEAR 12
YEAR 9 Developing a Year 10 Media Studies folio in preparation for VCE.			Students complete a short film as a group in Year 11 which is then screened at the VCE folio night.



Drama

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures. The Arts, drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.





Year 11 Drama

Year 11 Drama focuses on the use and documentation of the processes involved in constructing a devised ensemble and solo performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.

Year 12 Drama

Year 12 Drama focuses on drama from a diverse range of traditions. Performance styles and associated theatrical conventions are explored in the development of an ensemble and solo performance. The process involved in the development and realisation of the ensemble and solo performance are analysed and evaluated. A professional performance work selected from the prescribed play list will also be analysed.

Programs offered and opportunities in Year 11 & Year 12 Drama

- Attending professional play (minimum of 3 a year)
- Top Class excursion
- Attending workshops run by professional theatre practitioners and companies
- Participation in Ensemble and solo performance evenings
- Opportunities to be involved in the annual school musical or play



Music

Students are offered active engagement with all aspects of music. Students learn, develop and refine musicianship skills and critical awareness of their relationship with music as a listener, performer, composer, consumer and user of music technologies.

YEAR 8	YEAR 9	YEAR 10
<p>The Language of Music</p> <ul style="list-style-type: none"> • Rhythm Reading • Aural & Theory Studies • Musical Elements <p>Music Technology</p> <ul style="list-style-type: none"> • Loop Recording Project <p>Music Performance</p> <ul style="list-style-type: none"> • Band Jam • Group & Solo Performance 	<p>Students must choose a main instrument for assessment. This includes voice.</p> <p>The Language of Music</p> <ul style="list-style-type: none"> • Aural & Theory Studies • Music Concepts • Writing & Reading Music • Music Elements <p>Music Technology</p> <ul style="list-style-type: none"> • Song Writing & Recording <p>Music Performance</p> <ul style="list-style-type: none"> • Group Performance • Solo Performance 	<p>Students are required to have at least 2–3 years experience on their main instrument for assessment purposes at Year 10 level.</p> <p>Musicianship Studies</p> <ul style="list-style-type: none"> • Technical Works • Ear & Pitch Training <p>The Language of Music</p> <ul style="list-style-type: none"> • Aural & Theory Studies • Music Concepts • Music Literacy • Styles and Devices <p>Music Composition, Arrangements & Analysis</p> <p>Music Performance</p> <ul style="list-style-type: none"> • Ensemble Performance • Solo Performance



YEAR 11	YEAR 12	EXTRA CURRICULAR OPP
<p>Students are required to have at least 3-4 years of experience on their main instrument for assessment at VCE Year 11 level.</p> <ul style="list-style-type: none"> • Unit 1 Music: Organisation of Music • • Unit 2 Music: Effect in Music 	<p>Students are required to have at least 4-5 years of experience on their main instrument for assessment at Year 12 level.</p> <p>Music Performance Units 1&2 in a pre-requisite for all Music 3&4 Units.</p> <ul style="list-style-type: none"> • Unit 3 & 4 VCE Music: Music Inquiry • Unit 3 & 4 VCE Music: Music Contemporary Performance • Unit 3 & 4 VCE Music: Music Repertoire Performance • Unit 3 & 4 VCE Music: Music Composition 	<ul style="list-style-type: none"> • College Musical performed at The Alexander Theatre, Monash University • Numerous performance opportunities and College and Community events • Primary and Secondary Instrumental Soiree evenings • Spring and Winter Showcase Concerts for LYC Ensembles, Choirs and Bands

Ensembles & Bands:

- Primary Choirs
- Senior Vocal Ensemble
- Secondary Junior Stage Band (Y7-9)
- Secondary Senior Stage Band (Y10-12)
- Jazz Ensemble
- Hebrew Band
- Classical Chamber Band
- Primary Stage Band

Instrumental Music Program:

The College offers private instrumental lessons from experienced and practicing music tutors in the following instruments:

- Guitar
- Bass Guitar
- Voice
- Piano/Keyboard
- Flute
- Clarinet
- Saxophone
- Drum Kit
- Percussion
- Cello & Violin
- Trumpet



Health & Physical Education

GOALS

Physical Education at Leibler Yavneh aims to expose students to a wide and varied range of physical activities and sports. Through the development of game sense and skill acquisition students will develop an understanding of the various types of sports and physical activities available for them to be involved in and participate in as a team member.

SCOPE & SEQUENCE Year 7 & 8

The Year 7 and 8 PE Program has been designed to accommodate and encourage each student to be active, to improve fitness levels in a competitive manner and to have fun. Traditional team sports such as Basketball, Soccer, Football and Netball are played, along with Handball, Badminton and Touch Football.

The year commences with our Aquatics Program. The boys' program focuses on the introductory skills and techniques associated with Water Polo. The girls' program focuses on Water Rescues, including EAR and non-accompanied rescue techniques.

Students are also exposed to Badminton, Squash, Athletics and Lawn Bowls. There are a number of special physical activity programs on offer throughout the year for both boys and girls. These differ as both girls and boys have different physical needs. Girls participate in a unit creating their own dance and all the tasks associated with this project.

There are several Beachside, Interschool and other competitions throughout the year as well as a Year 7/8 Inter-house Indoor Sports Day.

There are a number of special physical activity programs on offer throughout the year for both boys and girls.

There are several Interschool and other competitions throughout the year, as well as an Inter-House Sports Day.

Students take part in a wide variety of health and fitness gym classes throughout the year, building up to the Annual Sports Day Carnival in November.

Year 9 & 10

The Year 9 and 10 Physical Education Program incorporates traditional team sports such as Soccer, Table Tennis and Volleyball and they are played along with Golf and Lawn Bowls and other innovative games. The focus for the Year 9 and 10 Program is recreation and participation.

During Term 1, Year 10 students are involved in the 'Active Living' program. This program allows students to catch public transport to various sporting venues around Melbourne. The program aims to expose students to the many different sporting and recreational pursuits available to them in their community.

General fitness is an important part of our curriculum, and as a continuation of previous years, students participate in Badminton, Pilates, Yoga and Gym classes to both recognise their own abilities and show them how easily these can be improved. They also take part in a wide variety of health and fitness gym classes throughout the year, building up to the Annual Sports Day Carnival.

There are a number of special physical activity programs on offer throughout the year for both boys and girls. These differ as both girls and boys have different physical needs. Programs include playing Squash and Badminton. There are several Beachside Interschool and other competitions throughout the year that all students are expected to take part in.

The Year 10 students are also involved in the Yavneh Sports Leadership Program. The students coach lower primary students in a variety of different sporting skills.

Year 10 Youth Health Matters: Semester 1

Youth Health Matters is a Year 10 Elective that focuses on issues relating to the health, wellbeing, and development of Youth. Students begin looking at how the 5 Dimensions of Health impact our everyday life, the short and long-term effects healthy diets and healthy living, understanding the development of people (more than physically), and strategies to cope with life challenges.

Students will study these topics:

- Health and Wellbeing including mental health
- Global and Local effects
- Australian Health system
- Burden of Disease
- 5 Dimensions of Health
- Youth issues relating to Youth Development
- Food Trends and Marketing
- Food Selection Models
- Health Status
- Enables and Barriers for a Healthy life

Year 10 Sport Science Elective: Semester 2

Sports Science is a Year 10 elective that focuses on the human body and the ways it functions to produce energy and movement during physical activity. The subject delves into how the main functions of body systems, muscles and bones act to create movement.

Students will investigate the following areas:

- The major muscles and bones of the human body
- Types of body movements and functions during physical activity
- Causes of injury and illness associated with the muscular and skeletal systems
- Strategies to enhance movement and prevent musculoskeletal injuries amongst athletes
- Structures and functions of the cardiovascular and respiratory systems at rest and during exercise
- The role of exercise and healthy body systems in our society

Physical Education (VCE 1&2)

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Sports Science is a Year 10 elective that focuses on the human body and the ways it functions to produce energy and movement during physical activity. The subject delves into how the main functions of body systems, muscles and bones act to create movement.

Physical Education (VCE 3&4)

Education Unit 3 explores biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. In VCE PE students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

Unit 4 explores movement skills from a physiological, psychological and sociocultural perspective, and students apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. In VCE PE students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological, and sociological requirements of training to design and evaluate an effective training program.

UNIT 1	UNIT 2
<p>Area of Study 1 Producing movement through the musculoskeletal system</p> <p>Area of Study 2 Functioning of the Cardiorespiratory and Respiratory Systems</p>	<p>Area of Study 1 Relationships between physical activity, sport, health and society</p> <p>Area of Study 2 Contemporary issues associated with physical activity and sport</p>
UNIT 3	UNIT 4
<p>Area of Study 1 How are movement skills improved?</p> <p>Area of Study 2 How does the body produce energy?</p>	<p>Area of Study 1 What are the foundations of an effective training program?</p> <p>Area of Study 2 How is training implemented effectively to improve fitness</p>

Health & Human Development (VCE 3&4)

Unit 3 looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

In Unit 4 students examine health and wellbeing, and human development in a global context. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Wellbeing

Wellbeing covers much more than what is happening in the classroom. Wellbeing occurs when six key factors are present in someone's life.

At times they will not all be there in equal measure but overall a person must be able to feel most of these factors are present and, at times, all of them, in order to experience a sense of flourishing. What does flourishing mean? It's often described as a state of flow or sense of wellbeing that surpasses every day wellness and happiness. The six key factors of wellbeing that help create flourishing are: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment and Vitality or Health. When these are all working well, flourishing happens!

There are many ways student wellbeing is supported at Yavneh. We are guided by our cultural and religious ethos, ensuring that our values of Respect, Integrity, Gratitude, Honour and Tradition form the framework of students' experiences. One aspect involves direct instruction in developing students' understanding and skills for building their wellbeing capabilities. Our wellbeing teachers deliver curriculum that integrates the current research into positive wellbeing and the framework of relationship learning created by Dr Debow. At Yavneh, however, we also know that wellbeing happens when students are involved in all aspects of life at school. Whether learning in the classroom, hanging out with friends, participating in sports or lunchtime clubs, attending events and being part of community service, students at Yavneh are building their wellbeing and moving towards flourishing.

Whole School Wellbeing

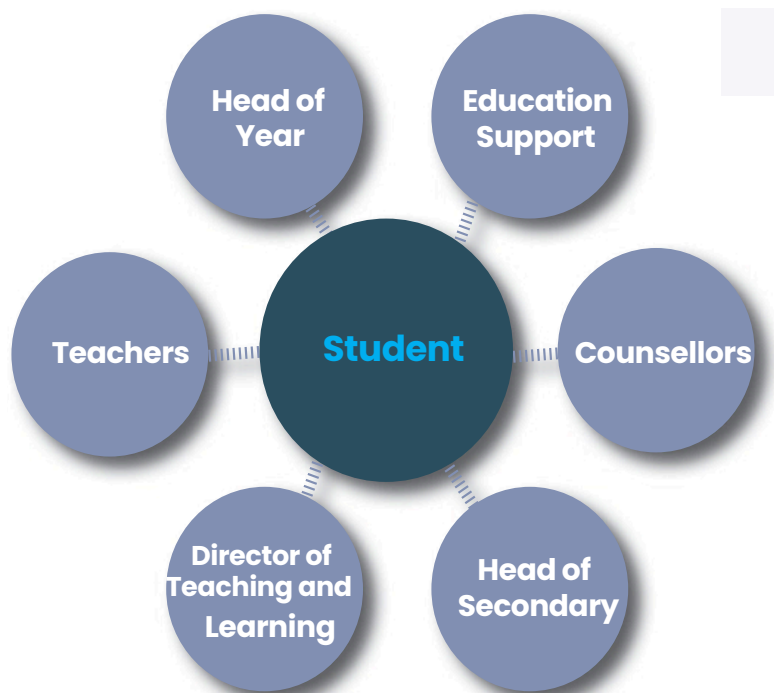
POSITIVE EMOTIONS	ENGAGEMENT	RELATIONSHIPS	MEANING	ACCOMPLISHMENT	VITALITY
Wellbeing Lessons Positive classrooms Connection to Friends Transition & Orientation programs JLife Programs <ul style="list-style-type: none"> • BarMe • Beyond BatMe • Me Program • Leadership • Relationships course 	<ul style="list-style-type: none"> • JLife • Assemblies • Festivals • Commemorations • Celebrations • Subject Choices • Lunchtime Clubs • Careers Events • Camps • Community Service 	School Friendships Learning Relationships Relationships Course Wellbeing Lessons Shabbatons Incursions: <ul style="list-style-type: none"> • Tzedek • Elephant Education • Project Rockit • Brainstorm Productions • JLife • You/Us Program 	<ul style="list-style-type: none"> • Tefillah • Mincha • Jewish Studies • Community Service • Celebrations • Commemorations • Festivals • Zionist Camps • Community Events 	Classroom work Sport teams and competitions Exam Prep and Study skills Graduation Celebrations Leadership Student led initiatives	<ul style="list-style-type: none"> • Sport • Physical Education • Hikes • Camps • Playground spaces

Wellbeing & Pastoral Care

At Yavneh the six factors of wellbeing and our Jewish ethos inform our approach to each year level and how we respond to the particular needs of the cohort. In doing so we can consider which elements of wellbeing at each year level might need particular focus or emphasis. To what extent or to what level certain types of information, skills and understandings are shared according to the maturity and developmental needs of that year level also forms part of our planning. Our wellbeing focus is themed throughout the Secondary School.

This enables us to offer an age appropriate developmental process that supports student needs and provides them with the skills they need to move towards flourishing. Student wellbeing is also supported by our pastoral care structure that ensures students are holistically tracked throughout their time at Yavneh.

Pastoral Care



Transition

The first year of secondary schooling will bring a mixture of excitement and apprehension. At Yavneh, Heads of Year work closely with the students as they navigate the many changes from moving classes, refining their subject knowledge and learning with different people. Capturing and channelling their enthusiasm is important and helps their confidence and willingness to develop independence and kindness.

Year 7 Friendship & Foundations

In Year 7 our students are transitioning from primary school and entering the very different world of the Secondary School. Developmentally they are also beginning to understand themselves and are looking for ways to express their likes and emotions. Through our transition and orientation programs we help students find their place in their cohort and learn about their strengths and emotions. The BarMe and post BatMe JLife programs form an important part of the wellbeing curriculum.

Middle Years

Students moving into the Middle Years are beginning to know themselves more clearly and understand their strengths and their areas of challenge. It is an important time to stay connected to community and develop empathy for others. As students grow in self-awareness, we encourage them to develop a growth mindset to keep their focus on possibilities and not get locked into fixed ideas about their abilities and current likes and dislikes. Much of our structured program focuses on building self-respect and undertaking community service skills acquisition and activities.

Year 8

Year 8 is a time when adolescence is really starting to pull students towards their peer group. Engaging with positive choices and encouraging the growing curiosity they have about the world is our focus in this year level. As students grow in maturity, they want to make their own choices and gain autonomy. We look to help them make good choices and take positive risks to support a growth mindset and increase their learning.

Year 9

Students are now entering the last year of the Middle School. They seek independence and look for ways to explore their growing sense of personal identity. Our focus is to help them do so with integrity in order to maintain healthy choices and respectful interactions.

The Senior Years

Students develop leadership skills, are able to take on mentoring and modelling roles through leading Mincha and other activities with the younger year levels.

Year 10 Decisions & Directions

At Year 10 students enter the Senior Years and the reality of VCE and life beyond school suddenly becomes possible. Students engage regularly with the careers department, undertaking testing and conversations about their likes and future directions. Their social life often expands at this time, so reinforcing positive decisions and supporting them navigating new possibilities are important to their wellbeing.

Year 11

The first full year of the VCE encourages students to build more autonomy and take more responsibility for the learning than before. At this year we work with them to identify and establish their personal WHY as they begin to move towards their post school pathways. Continuing to support safe socialising and respectful relationships is also key to positive wellbeing skills. They also have the opportunity to prepare and apply for formal leadership roles in the following year.

Year 12

The final year of schooling brings many joys and celebrations. It can also be highly emotional as students undertake their VCE assessments and begin to make more definite choices about their post school pathways. Through our wellbeing programs, we help students manage their concerns and build their positive coping and help seeking behaviour.

There is also an ongoing focus on navigating social scenarios and ensuring that respect and personal integrity, within the frame of our Jewish values, are at the forefront of their engagement with others. Students finish their time at Yavneh with a series of joyous celebrations of their leaving school culminating in their Graduation ceremony and dinner.

Yavneh achieves a unique balance between a stimulating and challenging Jewish Studies curriculum, a comprehensive General Studies program and wide-ranging extra-curricular activities throughout the College.

We endeavour to cultivate an informed love of Torah and reverence for G-d. The seamless integration of the dual curriculum encourages personal observance of mitzvot, a love for and identification with Medinat Yisrael, the Jewish people, and an on-going responsibility for humanity and the world in which we live.

We also endeavour to develop a commitment to ideals of freedom, democracy, human dignity, justice and fairness, encouraging critical thinking, intellectual growth and a persistent striving for academic excellence and an understanding of what it means to be a "mensch". We are more than happy to assist you with any enquiries you may have.

For further information, please contact us below:

enrolments@yavneh.vic.edu.au

yavneh.vic.edu.au/apply-to-enrol

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The information contained in this document was correct at time of printing. Students and parents will be informed of any changes to this information.

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