CURRICULUM GUIDE 2025

Year 9 & 10

xavier.vic.edu.au

CONTENTS

Click on contents headers to jump to each section

DIRECTOR OF SENIOR SCHOOL

As a Catholic Jesuit school, Xavier College's commitment to the ideals of a true Jesuit education is unwavering. For over 140 years we have committed to teach a curriculum and provide an education that challenges our students to challenge themselves by offering subjects that are diverse, challenging, rich and above all allow our students to pursue a program filled with intellectual rigour that truly asks each young person to strive for the Magis.

At the same time, close to a generation into a new century we are called and committed to offering a curriculum that is diverse, adaptable, inclusive and educates and develops our students towards future focussed opportunities for growth, learning and employment into an ever-changing world. This fulfils our commitment to cura personalis, where each student's program is developed in a way that allows them to achieve.

The annual program of academic migration for each students best allows the College to meet each individual where they are at, in the context of our liberal arts curriculum.

As a school, we know that students will not leave with every answer, but our commitment is to develop young people who aspire to know the right questions to ask and indeed in their futures will ask them for the betterment of our society in service as men for others.

Michael Ilott,
Director of Senior School

DIRECTOR OF LEARNING AND GROWTH

This is an interactive guide, use the footer links as buttons to navigate to learning areas.

This Curriculum Guide is designed to provide information to support students and families navigate subject selection processes.

The 2025 Curriculum Guide comprises of the following information:

- Principles of the curriculum at Xavier College
- Instrumental program information
- Year 9 & 10 curriculum makeup
- Learning organisation in Years 9 & 10
- Course overview and assessment details of every subject in Years 9 & 10

As students complete one phase of their schooling where the curriculum is streamlined, and enter the next phase where there is choice, options and pathways - being informed is an important aspect of decision making. The Curriculum Guide has been designed as a digital handbook, a reference guide of information that can support and drive conversations. At every point in the decision-making process, there are key people available to engage with so that students can make supported and well-informed choices.

At Years 9 and 10, subject choices should enable students to develop new skills and reflect on what they are passionate about. Subject options at Xavier College allow students to expand their knowledge with a broad curriculum offering so students have a breadth of learning experiences before making VCE Pathways choices.

Use the sections of each page to understand a little more about the skills, knowledge and assessment in each of the courses. Students, as you browse the pages, think about what suits you as a learner and select what inspires you, what interests you and what challenges you. Take the time to explore this curriculum guide and ask questions that will inform and support the upcoming subject selections.

Monique Dalli,
Director of Learning and Growth

CURRICULUM OVERVIEW AT XAVIER COLLEGE

The curriculum structure at Years 9 and 10 at Xavier College covers the Victorian Curriculum and reflects our values and traditions in Jesuit Education. This is the Xavier difference, a balance between preparing students for the world, equipping them with the competencies that will allow them to succeed in this world and nourishing the intellectual, spiritual, physical and creative lives of our students. Our education is holistic – striving to develop student capacity and understanding across academic, physical, cultural, spiritual and personal metrics.

As a Jesuit school, we are guided by principles that call us to:

- Protect and develop the whole person
- Form men and women of faith to work for justice in the world
- Pursue excellence in humanity
- Seek discernment and wisdom
- Engage critically in the world
- Strive for the Magis (depth)

YEAR 9 & 10 - MAJOR STUDY IN ARTS, HUMANITIES AND LANGUAGES

In the tradition of Jesuit Education, we offer a Liberal Arts curriculum. In practice this is done as an extension of the Core subjects through additional Major Studies in Years 9 and 10. The Major Studies cover Humanities, Arts and Languages. Students have a breadth of Languages, Arts and Humanities Majors to choose from. The breadth supports inclusion, diversity, engagement as well as providing opportunity to study content and subjects for passion, fun and enrichment - all of this in aim to educate the whole person.

The study of artforms is what makes us fully human and develops our God-given talents in artistic expression. Studying the arts also develops creative problem-solving techniques, skills required for contemporary workplaces all over the world. Students will also continue their study of Languages through to Year 9. The study of Languages provides opportunity for cultural understanding and the appreciation of linguistics.

The Major Studies in Years 9 and 10 are a point of difference in the Xavier Curriculum. The subject options for students within the Major Studies are based on the Victorian Curriculum, and have purposeful connections to VCE pathways for continuum.

YEAR 9

Year 9 is an opportunity for students to try new skills, and explore their passions and talents through the choice of two electives. Students should select what they are interested in, what they enjoy or what they wish to try. A Jesuit education prioritises the development of the whole person, not just a specialised dimension of, the Major Study options in Year 9 allow for further academic challenges, experimentation and growth.

Year 9 Curriculum Makeup

- **CORE -** Students study a set of compulsory core subjects
- **MAJOR STUDIES -** Students select their Major Studies, a year long Language study and two Semesterised Arts
- **ELECTIVES -** Free choice of two additional electives, this can include a second language and additional arts.

Compulsory Subjects (Core)						**Major Studies**		**Electives**
Religious Education	English	Humanities	Mathematics	Health & Physical Education	Science	**Language** Choose 1	**Arts** Choose 2	Choose 2

Year 9 Subject Selection Guidelines

Students can select electives from the elective and major study subject lists. There are no combination restrictions within students 2 elective choices.

Learning Organisation in Year 9

In Year 9 core classes are grouped according to Houses, which facilitates the transition of students from Burke Hall, and those new to Xavier College to develop a sense of belonging and of House solidarity. Streaming of ability is only undertaken in Mathematics. Year 9 classes are formed based on assessment and testing across Year 8. To prepare students for Year 10 Mathematics, streams are put in place for Semester 2 based on progress, assessment data, teacher judgment and student subject choices for Year 10. Xavier College is committed to supporting and acknowledging the diversity of all learners, inclusive classrooms foster belonging, appreciation of the broad gifts and talents that each student can offer our learning community.

Every effort to cater for student subject selections and combinations will be made. Subjects and classes will be assigned as the school timetable and minimum and maximum numbers and permit. If changes and adjustments need to be made that change students preferences, parents and students will be contacted.

YEAR 9 SUBJECTS

COMPULSORY SUBJECTS (CORE)

- Religious Education
- English
- Mathematics (General, Mainstream & Accelerated)
- Science
- Humanities (Geography & History)
- Health & Physical Education

MAJOR STUDIES

- Classical Greek
- French
- Accelerated Italian
- Italian
- Japanese
- Latin
- Languages & Internationalism

- Art: Making
- Art: Practice
- Visual Communication Design: 2D Design
- Visual Communication Design: 3D Design
- Digital Animation
- Drama: Improv
- Drama: Staging a Play
- Media: Film
- Media: Photography
- Multimedia
- Music Industry: Loops & Live Sound
- Music Industry: Song Writing & DJ Performance
- Music Performance & Composition Techniques
- Music Performance & Improvisation Techniques

ELECTIVES

- Applied Computer Science - Robotics
- Astronomy
- Data Explorations
- Environmental Science
- Mechanical Engineering & Design
- PE: Body Systems & Exercise
- PE: Performance Enhancement
- Philosophy

YEAR 10

Year 10 is an opportunity for students to explore their interests and skills through the choice of more electives. In preparation for the final two years of schooling, subjects in Year 10 align to a range of VCE studies. A Jesuit education prioritises the development of the whole person, not just a specialised dimension of. The Major Study options in Year 10 allow for further academic challenges, experimentation and growth.

Year 10 Curriculum Makeup

- **CORE -** Students study a set of compulsory core subjects
- **MAJOR STUDIES -** Students select their Major Studies, a second semester of Humanities and two Semesterised Arts
- **ELECTIVES -** Choice of four additional electives

Compulsory Subjects (Core)						**Major Studies**		**Electives**
Religious Education	English	Humanities: History (+1)	Mathematics	Health & Physical Education	Science	**Humanities** Choose 1	**Arts** Choose 2	Choose 4

YEAR 10

Year 10 Subject Selection Guidelines

Students can select electives from the elective and Arts major study subject lists. The following combination rules apply for subject selection in Year 10:

- **Arts Major Study:** Students must select 2 Semesterised arts courses to courses, (max 4 Arts courses in their program inclusive of electives).
- **History Major Study:** In Year 10, all students study History for one Semester. Students select an additional Major Study Subject to make up a yearlong combination. Students can only select a maximum of two Humanities.

  NOTE: Electives cannot be selected as Major Studies (and vice-versa) as the period allocation is not equivalent.
- **Technologies:** A maximum of 2 IT/Technologies courses.
- **HPE:** A maximum of 2 HPE electives.
- **Languages:** The study of a language course is a year long commitment in Year 10.

Learning Organisation in Year 10

In Year 10, classes are based on timetable and subject selection. Mathematics is streamed based on previous year cohort grouping and results across testing and assessment in Year 10. To prepare students for VCE Mathematics, streams are put in place for Semester 2 based on progress, assessment data, teacher judgment and student subject choices for VCE. The remaining class groups at Year 10 are mixed ability groups. Xavier College is committed to supporting and acknowledging the diversity of all learners, inclusive classrooms foster belonging, appreciation of the broad gifts and talents that each student can offer our learning community.

Every effort to cater for student subject selections and combinations will be made. Subjects and classes will be assigned as the school timetable and minimum and maximum numbers and permit. If changes and adjustments need to be made that change students preferences, parents and students will be contacted.

YEAR 10 SUBJECTS

COMPULSORY SUBJECTS (CORE)

- Religious Education
- English
- Humanities Core (History + 1 Major Study)
- Mathematics (General, Mainstream & Accelerated)
- Science (Core & Extension)
- Physical Education

MAJOR STUDIES

Humanities & Commerce
Major Study - Select One

- Economics & Business
- History in depth
- Geography
- Politics & Law

Arts
Major Study - Select Two
(Maximum of 4 Arts inclusive of electives)

- Art: Exhibiting
- Art: Ideas
- 3D Animation & Visual Effects
- Media: Podcasting & Content Creation
- Drama
- Media: Film
- Media: Photography
- VCD: Architecture
- VCD: Design, Create, Make
- Music Industry: Pop Songs & Remixes
- Music Industry: Recording & Digital DJing
- Music Performance & Arranging Techniques
- Music Performance & Song Writing
- Theatre Studies

ELECTIVES

- Advanced Exercise Science
- Biology
- Electrotechnologies
- Geography: Environmental Change & Management
- Health & Human Development
- History: Rebels & Revolutionaries
- Literature
- Outdoor & Environmental Studies
- PE: Training Strategies
- Philosophical Inquiry
- Product Design
- Programing
- Politics: Behind the News
- Psychology
- Thinking like an Economist
- Systems Engineering & Design
- Classical Greek
- French
- Italian
- Japanese
- Latin

YEAR 9 & 10 BOOKLISTS

The tuition and levies we charge for each year level are is a fixed amount regardless of the various electives and subjects that are chosen by each individual student. That is, we do not charge “subject levies” for individual subjects.

Each student undertakes a different elective curriculum, comprising different individual subjects. The cost of the texts, consumables, etc required for these individual subjects are to be met directly by each family. Individual subject needs are included in the Booklist which is provided in November each year for the subsequent year of study. As a sustainable response, parents and caregivers are encouraged to seek secondhand options or select digital versions of texts where available, and if suitable, for your child.

XCMA Secondhand Booksale

The XCMA Booksale is an annual event where current booklisted books can be sold and purchased. This is encouraged as a sustainable option for resourcing that also supports charity.

- Only specified books from the Book Lists can be sold.
- Books in very good condition will be sold for 50% of the Campion recommended retail price.

For more details: https://xaviercollege.sharepoint.com/sites/SeniorSchool/SitePages/Second-Hand-Books.aspx

Digital Resources

The College procures a range of digital software and resources for students to use across a range of subjects (including electives).
In Years 9 & 10, all software and digital subscriptions are charged through the booklist and bought through the College.
This includes:

- Stile
- To Know Worship Love
- Education Perfect

INSTRUMENTAL MUSIC IN YEARS 9 & 10

Instrumental music is a specialised study of a chosen instrument. This is an optional Instrumental music is a specialised study of a chosen instrument offering taken outside the formal structure of the academic program. Students have rotating lesson times and leave classes to participate in their instrumental music lesson.

The Instrumental program is available to any student irrespective of their course of study. The major focus of this subject is performance, through which students are expected to develop their listening skills both as soloists and ensemble players. Where applicable, students are expected to join a Xavier College core ensemble in their chosen instrument.

Instrumental lessons are available in:

- Bass Clarinet
- Bass Guitar
- Bass Trombone
- Bassoon
- Cello
- Clarinet
- Classical Guitar
- Digital Audio Production (lessons in pairs)
- Double Bass
- Drum Kit
- Euphonium
- Flute and Piccolo
- French Horn
- Harp
- Harpsichord
- Modern Guitar
- Oboe
- Organ
- Percussion
- Piano
- Saxophone (Alto, Baritone, Tenor)
- Trombone
- Trumpet
- Tuba
- Viola
- Violin

Assessment

At the end of each semester students will be assessed in the following areas:

- Solo performance of contrasting work
- Technical work
- Aural discrimination
- Sight reading
- Ensemble performance (where applicable)

Lesson Allocation

- Lessons are individual tuition sessions
- Each lesson is 30 minute, (45 and 60 are also available depending on a student's level)
- 2 lessons per 10-day cycle
- Students are withdrawn from classes on a rotational system
- An additional subject levy applies

CURRICULUM LEADERS

Senior Campus Learning Areas have Co-Heads, one leading Curriculum and Assessment and another leader in Pedagogy. Parents and Students may use the Curriculum Leader as first point of for subject and pathways contact information.

Across the leadership team there is expertise in many subjects, disciplines and VCAA experience including VCE curriculum authoring and assessing, you are encouraged to reach out to the team for advice and information.

Ms Monique Dalli
Director of Learning and Growth
monique.dalli@xavier.vic.edu.au

Mr Matt Miller
Head of Curriculum and Assessment
matt.miller@xavier.vic.edu.au

Ms Pauline Van Der Poel
Head of Future Pathways
seniorcampus.Careers@xavier.vic.edu.au

Mr Kirk Thomas
Diverse Learning 7-12:
Kirk.thomas@xavier.vic.edu.au

RELIGIOUS EDUCATION:

Ms Kate Sherwood – Head of Curriculum and Assessment
kate.sherwood@xavier.vic.edu.au

Ms Maria Alberto – Head of Pedagogy
maria.alberto@xavier.vic.edu.au

COMMERCE AND ENTERPRISE:

Ms Elaina Cortez – Head of Curriculum and Assessment
elaina.cortez@xavier.vic.edu.au

Mr Peter Cadman – Head of Pedagogy
peter.cadman@xavier.vic.edu.au

ENGLISH:

Ms Sarah McLean – Head of Curriculum and Assessment
sarah.mclean@xavier.vic.edu.au

Mr Tim Mannix – Head of Pedagogy
tim.mannix@xavier.vic.edu.au

HEALTH AND PHYSICAL EDUCATION:

Mr Ryan Leys – Head of Curriculum and Assessment
ryan.leys@xavier.vic.edu.au

Mr Ben Banks-Smith – Head of Pedagogy
ben.bankssmith@xavier.vic.edu.au

HUMANITIES:

Ms Catherine Holmes – Head of Curriculum and Assessment
catherine.holmes@xavier.vic.edu.au

Mr Nick Hughes – Head of Pedagogy
nick.hughes@xavier.vic.edu.au

LANGUAGES:

Ms Marie-Pierre Deleplanque – Head of Curriculum and Assessment & Pedagogy
m.deleplanque@xavier.vic.edu.au

MATHEMATICS:

Mr Tim Grant – Head of Curriculum and Assessment
tim.grant@xavier.vic.edu.au

Ms Angela Klancic – Head of Pedagogy
angela.klancic@xavier.vic.edu.au

MUSIC:

Mr Zach Clarke – Head of Curriculum and Assessment
zach.clarke@xavier.vic.edu.au

Mr Richard O'Shaughnessy – Head of Pedagogy
Richard.OShaughnessy@xavier.vic.edu.au

SCIENCE:

Mr Conrad Cahill – Head of Curriculum and Assessment
conrad.cahill@xavier.vic.edu.au

Mr Leigh Williams – Head of Pedagogy
leigh.williams@xavier.vic.edu.au

TECHNOLOGIES AND INNOVATION:

Mr Tom Forrest – Head of Curriculum and Assessment
tom.forrest@xavier.vic.edu.au

Mr Andrew Robinson – Head of Pedagogy
andrew.robinson@xavier.vic.edu.au

THE ARTS:

Ms Megan Mitchell – Head of Curriculum and Assessment
megan.mitchell@xavier.vic.edu.au

Ms Ancilla Sakkos – Head of Pedagogy
ancilla.sakkos@xavier.vic.edu.au

LEARNING AREAS

Click on Learning Area headers to jump to each section

RELIGIOUS EDUCATION

THE ARTS

COMMERCE AND ENTERPRISE

ENGLISH

HEALTH AND PHYSICAL EDUCATION

HUMANITIES

LANGUAGES

MATHEMATICS

MUSIC

SCIENCE

TECHNOLOGIES AND INNOVATION

RELIGIOUS EDUCATION

The study of Religious Education is taught through the lenses of Catholicism and Ignatian tradition. The Religious Education program aims to continue assisting students to develop an understanding of self, others, their world and God. It builds on the learning from Years 7 and 8, promoting an understanding of the Catholic faith, our Ignatian traditions, and a personal faith. Religious Education invites students to engage in dialogue and critical thinking, to appreciate the value of Catholic faith, and to respect other faiths and worldviews. This knowledge and understanding will assist students to participate effectively with individuals not only in Australia, but in a global context. Supported by the prayer, liturgical, and service programs of the College, the formal Religious Education program allows students the opportunities to explore and make links between the activity of God, their own lives, the Ignatian tradition, and the whole of creation. Students will be challenged to 'Find God in all things', contemplate the mystery of God's creation and develop a call to action by engaging in service for others.

Year 9

Year 10

RELIGIOUS EDUCATION

Conditional requirements: *Enrolment at Xavier College requires all students to undertake Religious Education classes with a commitment that aligns with the mission of the College.*

A Heritage Excursion into Melbourne City: Mary MacKillop Heritage Centre, St Patrick's Cathedral, and the Mary Glowrey Museum

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Building on the knowledge and skills from the Middle Years, students can expect to gain a deeper understanding and appreciation of our Catholic tradition and Ignatian spirituality. They will build on their understanding of the Ignatian story, the important Ignatian principles and characteristics of being a member of the Xavier community, and consider the ways in which they are invited to develop and contribute their gifts and talents. Students will be encouraged to understand the bible in the Catholic context: as a library containing the word of God, revealed to humanity over time, and containing important teaching as truths which must be interpreted to be understood. They will also explore how Jesus is revealed through the gospels, with a particular focus on the portrait of Jesus presented in the Gospel of Luke, and explore the important role of Mary and her part in the story of salvation as the mother of Jesus, and a faithful servant of God. Through the historical context of the Catholic church in Australia, students are asked to consider and analyse the interplay between religion and society, while exploring the important foundations and people of the Catholic church in Australia. They will also study important the important values, rules and guidelines that underpin a Christian life, especially the ten commandments and the Beatitudes. These ideas will be linked to the lived context of our students through the exploration of topics connected to understanding personal identity, sexuality, relationships, well-being and decision making.

Units Studied

- Biblical studies
- Awesome Jesuits
- The Catholic Church in Australia
- Mary, Mother of Jesus
- The Christian way
- Personal development, relationships and masculinity

Key Skills

- Knowledge and Understanding of Judaic Tradition and the world of Jesus.
- Research into key figures and events in Catholic Church in Australia.
- Presenting knowledge and Understanding to peers.
- Creative representations of topics, concepts and themes.
- Practising the art of Ignatian Reflection and Meditation.
- Developing the skills of Exegesis of Scripture.
- Putting into practice Christian Ideals in daily life.
- Inspired to participate in service for others and the well-being of the world.

Assessment

- Topic tests.
- Research tasks.
- Presentations to the class.
- Analysis of a gospel story.
- Guided extended responses.
- Reflective pieces, such as journal entries.
- Semester examinations.

Outcomes

- Evaluate the application of important Ignatian principles and values, and important Jesuits.
- Analyse and explain selected scripture passages, drawing on connections between the biblical context and the contemporary world.
- Explain ways key figures and groups contributed to the development of the Catholic Church in Australia, and interpret the social and political interplay between religion and society in Australia's development.
- Recall, describe and reflect on important values, rules and guidelines of the Catholic tradition.
- Annalyse and interpret key life issues, applying Catholic ethical decision making and critical discernment.
- Describe and explain the life of Mary, her role in the Church, and interpret artistic expressions of Marian devotion.
- Reflect on the importance of faith and spirituality for themselves and the world.
- Confidently identify with Christian Faith and values.
- Students will take to heart and mind Ignatian Spirituality and our Jesuit tradition.
- Develop a deeper understanding of themselves, their gifts and their potential contribution to the world.

PERSONAL FORMATION

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Personal Formation classes are held once a cycle for Year 9 students. The purpose of the class is to provide a regular space in the curriculum where students can reflect on themselves and their lives. Semester 1 focuses on cultivating self-awareness, this includes; organisation, identifying and utilising character strengths, identifying and responding constructively to our emotions, optimism, stress management and sleep. The focus of Semester 2 is on respectful relationships with others. Students consider the range of relationships in their lives and how they can engage respectfully and constructively with those with whom they interact. Students learn about building empathy by viewing things from other people's perspectives, consider communication and relationships online, and the expectations we place upon others in a range of contexts. The impact of alcohol and drugs on the body, brain and relationships is explored, as is the topic of consent. Students also regularly utilise a form of meditative prayer drawn from St Ignatius' Spiritual Exercises, called the Examen.

Assessment

- Coursework
- Surveys
- Discussion

Units Studied

- Organisation
- Labelling emotions
- Character strengths
- Optimism and pessimism
- Stress management
- Sleep
- Alcohol and drugs
- Empathy
- Relationships online
- Consent

Key Skills

- Students create an effective organisational approach for their lives and personalities.
- Students develop increased self-awareness around their emotions, thought processes, sleep habits and what they ingest.
- Students learn and apply strategies to navigate challenging moments within themselves and in the context of their relationships with others.
- Students identify elements of positive respectful relationships and identify empathetic approaches that facilitate respectful relationships in their lives.
- Students reflect and centre themselves.

Outcomes

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.
- Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/ life challenges.
- Students analyse the effects of actions that repress human rights and limit the expression of diverse views.
- Students generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.
- Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
- Students evaluate the outcomes of emotional responses to different situations.
- Students identify and analyse factors that contribute to respectful relationships.
- Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Pathways

Students continue to cultivate self-awareness and explore respectful relationships in Year 10 through their 'Study of Personhood' in Year 10 RE, and through their focus on the 'Dignity of the Human Person' in Year 11 Ethics. What constitutes healthy masculinities and respectful relationships is also explored through the Year 10 Gauntlet program, the Year 10 House Colloquium and the Year 12 House Retreat. The College's House System, Ignatian Service Program and Liturgical program all further encourage reflection, self-awareness, gratitude and the cultivation of healthy and respectful relationships. Health and wellbeing is studied in further detail through Health and Human Development electives.

PHILOSOPHY

This is a NEW subject for Year 9 2025!

ELECTIVE **SEMESTER LONG**

Course Description

Students will embark on an enlightening journey with this semester-long unit, designed to equip them with essential skills for thoughtful inquiry and critical reflection. Through engaging discussions, interactive activities, and captivating readings, students will learn to dissect complex ideas, challenge assumptions, and craft well-reasoned arguments. In this elective, students will focus on one branch of Philosophy, critically analysing different approaches to ethics and applying them to given situations. Students will then sharpen their thinking skills through an analysis of arguments and reasoning. The unit will culminate in an inquiry of a Philosophical concept such as 'Justice', 'Truth' and 'Reality'.

Assessment

- Unit 1 Topic Test
- Unit 2 Topic Test
- Reflective Essay
- Community of Inquiry Journal

Units Studied

- What is Philosophy?
- The Philosopher's Toolkit
- Philosophical Inquiry

Key Skills

- Formulate philosophical questions.
- Identify key philosophical concepts and questions.
- Analyse philosophical viewpoints and arguments.
- Offer justified critical responses to viewpoints and arguments.
- Analyse and apply different forms of reasoning.
- Reflect critically on personal viewpoints and arguments.
- Formulate informed responses to philosophical problems, and explain, defend and refine those ideas in philosophical exchanges with others.
- Apply metacognitive evaluations of their own reasoning.

Outcomes

- Critically analyse approaches to ethics
- Evaluate different forms of reasoning
- Engage in reflective thinking
- Hone communication skills

This course can – develop your critical thinking and improve your reasoning skills.

PHILOSOPHICAL INQUIRY

ELECTIVE **SEMESTER LONG**

Class discussion forms a key component of this subject. The ability to listen and discuss respectfully is an essential experience of this subject.

Course Description

This course equips students with skills required for Philosophical inquiry. The journey begins with a study of various branches of Philosophy including Metaphysics and Epistemology. Students then develop a 'toolkit' to analyse arguments and reason soundly. Finally, students apply their knowledge in an inquiry of a philosophical concept such as 'Identity' or 'Free-will' through a community of Inquiry process. In short, the primary purpose of Philosophical Inquiry is to teach students how to do philosophy.

Units Studied

1. What is Philosophy?
2. The Philosopher's Toolkit
3. Philosophical Inquiry

Key Skills

- Formulate philosophical questions.
- Identify key philosophical concepts and questions.
- Analyse philosophical viewpoints and arguments.
- Offer justified critical responses to viewpoints and arguments.
- Analyse and apply different forms of reasoning.
- Reflect critically on personal viewpoints and arguments.
- Formulate informed responses to philosophical problems, and explain, defend and refine those ideas in philosophical exchanges with others.
- Apply metacognitive evaluations of their own reasoning.

Assessment

- Unit 1 Topic Test.
- Unit 2 Topic Test.
- Reflective Essay.
- Community of Inquiry Journal.

Outcomes

Students who successfully complete Philosophical Inquiry will have improved their ability to use logic and evidence to construct and evaluate arguments and write reflective essays.

Pathways

In this course, students will acquire critical and creative thinking capabilities, which are required for academic success in all disciplines.

RELIGIOUS EDUCATION

Conditional requirements: *Enrolment at Xavier College requires all students to undertake Religious Education classes with a commitment that aligns with the mission of the College.*

This subject includes topics to help prepare students for both Religion and Society and Texts & Traditions in Year 11.

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Students investigate a range of world religions, using the nine aspects of religion to help compare various religious traditions present in Australian society, with the aim of enabling students to deepen their personal commitment to their faith tradition, while gaining an appreciation for the multi-faith nature of Australian society. This includes a specific investigation of challenges to different religious groups, such as the impact of the Holocaust on the Jewish community. Students study the need for stewardship and 'care for our common home', reflecting on scripture and church documents in the Catholic tradition, and the religious visions of cultures that link to ecology and care for the environment.

Units Studied

- The Changing Church
- The Gospel of Mark
- World religions
- A study of the theology and spiritualty of ecology

Key Skills

- Knowledge and understanding of Judaic Tradition and the world of Jesus.
- Research into key figures and events in Church history.
- Presenting knowledge and understanding to peers.
- Analysing scripture and developing the skills of exegesis.
- Practising the art of Ignatian Reflection and Meditation.
- Analysing church documents.
- Putting into practice Christian Ideals in daily life.
- Inspired to participate in service for others and the well-being of the world.

Assessment

- Topic tests.
- Guided exegesis.
- Research tasks.
- Presentations to the class.
- Guided extended responses.
- Reflective pieces, such as journal entries.
- Semester examinations.

Outcomes

- Describe and explain key events in the development and expansion of the Christian church.
- Discuss distinctive ideas, teachings and practices that arose from significant events in Church history and analyse the actions and influence of the Catholic church.
- Interpret Gospel writings, comparing the context and meaning for the original and contemporary audiences.
- Reflect on selected ethical issues in contemporary society, and the need for respect and human dignity for all people in decision making and action.
- Interpret scripture and church teachings and apply these to ecology and caring for the environment.
- Confidently identify with Christian Faith and values.
- Develop a deeper understanding of themselves, their gifts and their potential contribution to the world.

ARTS

Studying the Arts enables students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally, and globally. Through the Arts subjects, students can develop transferable skills related to critical thinking, visual language, in-depth analysis, design thinking, problem solving, communication of ideas, creative expression, and content creation.

In the Arts students are inspired, challenged, and provoked to respond to questions and assumptions about individual and community identity, considering different histories and cultures. They explore original concepts through experimentation with materials, methods, and technology to build technical skill and confidence in their abilities.

Assessments vary in nature allowing students to achieve personal and academic goals through portfolio work, performances, and written assessments. Tasks are often multifaceted providing opportunities for engagement in meaningful creative processes in which individual ideas are developed, refined, and resolved.

Year 9

Year 10

ART: MAKING

FORMALLY VISUAL ARTS - SEMESTER 1

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

In this course you will create large scale drawings of significant people such as athletes, actors, musicians, artists or even family members

Drawing styles explored include digital painting, continuous line, cross hatching, collage, dot rendering, and graphite, charcoal and marker rendering.

Course Description

The Year 9 Art: Making course is an extension and development of the areas covered in the Junior and Middle years curriculum, it is also designed to accommodate new enrolments and students without previous art experience. Students engage with more challenging art making techniques, processes and art issues, introducing them to concepts relevant to Year 10 and VCE Art Making and Exhibiting.

In this elective, students will produce a range of artworks inspired by historical and contemporary artists . Themes explored include portraiture and mythology. For assessment students will produce a folio of work, documenting development through both traditional and digital planning methods. Over the semester, students gain experience and technical skill through experimental drawing and ceramic sculpture. In theory assessments, students investigate the creation of historically significant artworks with a focus on art making processes.

Units Studied

1. Realistic drawing techniques
2. Ceramic techniques
3. Composition skills
4. Visual analysis

Key Skills

- Explore the visual arts practices and styles as inspiration to develop a personal style. Explore and express ideas/ concepts and themes in artworks.
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Assessment

- Tonal portrait folio.
- Ceramic mask folio.
- Theory tasks.
- Examination.

Outcomes

- Students will develop a folio of work, documenting development through both traditional and digital planning methods. Over the semester, students will gain experience and technical skill through experimental drawing and ceramic sculpture.
- Students complete a series of theory assessments, investigating the creation of historically significant artworks with a focus on art making processes.

Pathways

Pursuing Visual Arts can lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

The skills learned through Art: Making can prepare students for success in a wide range of career paths, from creative industries listed above to more traditional fields such as business, science, technology and engineering.

ART: PRACTICE

FORMALLY VISUAL ARTS - SEMESTER 2

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

We construct ceramic skulls that are then featured in a large scale still life drawings.

In the painting unit, we deconstruct iconic cartoon characters to create colourful abstract paintings.

Course Description

The Year 9 Art: Practice course is an extension and development of the areas covered in Art: Making and the junior and middle years art curriculum. It is also designed to accommodate newcomers to the subject. At this level, students engage with more challenging techniques, processes and art issues, introducing them to concepts relevant to Year 10 and VCE Art Making and Exhibiting.

In Art: Practice, students will follow the progression of art history to create a range of imaginative works. Students will produce work influenced by periods of innovation in art. They will study the importance of symbolism in still-life drawing, the rise of the avant-garde and the impact of new technology. Art theory is embedded into every task, as students investigate the impact of key art movements and establish links to artists studied in the evaluation of personal works.

Units Studied

1. Colour theory
2. Ceramic sculpture
3. Experimental drawing techniques
4. Acrylic painting
5. Art styles

Key Skills

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works.
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Assessment

- Still-Life Folio.
- Painting Folio.
- Theory Tasks.
- End of Semester Exam.

Outcomes

Students will develop a folio of work, documenting development through both traditional and digital planning methods. Over the semester, students gain experience and technical skill through experimental drawing and ceramic sculpture. Students complete a series of theory assessments, investigating the creation of historically significant artworks with a focus on art making processes.

Pathways

Pursuing Visual Arts can lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

The skills learned through Art: Practice can prepare students for success in a wide range of career paths, from creative industries listed above to more traditional fields such as business, science, technology and engineering.

DIGITAL ANIMATION

Students will use a range of digital tools like: Adobe Suite, Animate, After Effects, Media Encoder, Audition.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

The Year 9 Digital Animation elective explores animation in its various forms and styles. This subject aims to introduce fundamental concepts of animation production, theory and practice to students. This is taught through a range of activities with a balance between making short animation productions and through written responses. Students will be taught a history of animation in which they will review and analyse traditional and contemporary animation production, highlighting milestones in the way in which animation is created and distributed. Students will be taught principles of animation as well as being taught rig and compositional techniques for characters props and layouts. The unit covers aspects of production, from development of ideas and scripts into storyboards, principal animation, post production and sound design, and presenting to an audience. By studying this unit, students will develop skills in animation production, and become more aware of ways animated media can be use as a visual means to demonstrate, persuade, inform, and influence audiences.

Units Studied

1. Principles of animation
2. History and evolution of animation
3. Model rigging
4. Post-production visual effects
5. Stages of production

Key Skills

- Experiment with ideas and stories that manipulate media elements.
- Develop and refine media production skills to integrate and shape media.
- Plan, structure and design media artworks for a range of purposes.
- Plan, produce and distribute media artworks for a range of contexts and audiences.

Assessment

1. Practical: Principles of animation.
2. Written Response: Evolution of animation.
3. Production: Animated loop sequence.
4. Group Work: Collaborative production.
5. Examination.

Outcomes

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style.
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.
- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

DRAMA: IMPROV

Improv is fast, loud and very very funny! Improv encourages you to fail safely and be ready to try again

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

Drama: Improv is a dynamic performing arts course which focuses on skills development through games and structured scene development, inspiring and challenge students to listen and trust each other and take risks. Students will be involved in a range of practical dramatic exercises and activities to develop expressive skills of voice, movement and gesture. They will apply these improv skills to create characters in improvised scenes and then reflecting upon their performance making in order to improvise before a live audience.

Students will also attend and respond to professional performances to appreciate wider applications of theatrical techniques and performance styles.

Units Studied

1. Practical workshops focussing on the use of specific improvisation techniques, including making, accepting and advancing an offer and basic narrative scene building
2. Practical workshops developing characters in a range of styles, including stock characters, mask work and physical theatre
3. Creating performance opportunities for improvised comedy and drama
4. Attending a professional performance for comparison and experience

Key Skills

- Students will improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama.
- Students will practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action.
- Students will evaluate how the elements of drama, forms and performance styles in professional drama convey meaning and aesthetic effect.

Assessment

1. Practical skills-based workshops.
2. Performances.
3. Written performance analysis.

Outcomes

Students will participate in practical workshops to build confidence and skills in elements of drama and formal narrative structure to shape scenes and create characters. They will create performance opportunities to refine their skills and communicate ideas and experiences. Students will reflect on the challenges inherent in taking risks to improvise, both in class and in a performance, they will keep a journal of these reflections. Students will attend a live professional performance to analyse and evaluate the application of expressive skills and dramatic elements.

DRAMA: STAGING A PLAY

In this course you will work together as a production team and learn how to operate the lights and sound desks in a theatre!

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

Drama: Staging a Play formalises the experience of selecting and rehearsing and performing a scripted play to an audience. Students will be involved in a range of practical dramatic exercises and activities to develop expressive skills of voice, movement and gesture and apply these to create characters. Students consider how to enhance their performances using a range of stagecraft, such as lighting, sound, set and costumes. Students reflect upon their performance making. Students will create and present performances within the class and to a wider audience and reflect upon the techniques and skills applied in the process of development of these performances. Students will also attend and respond to professional performances to appreciate wider applications of theatrical techniques and performance styles.

Units Studied

1. Practical workshops focussing on the process of developing a play from a script
2. Practical workshops developing the role of the actor and the director as well as the design roles for lighting, sound, set, costumes, make-up and props
3. Creating performance opportunities for scripted drama
4. Attending a professional performance for comparison and experience

Key Skills

- Students will manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.
- Students will structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements.

Assessment

1. Practical skills-based workshops.
2. Performances.
3. Written performance analysis.

Outcomes

Students will participate in practical workshops to explore and apply the various production roles to a selected text. They will create performance opportunities to refine their skills and communicate ideas and experiences. Students will reflect on the production roles they undertake and the collaborative nature of being a production team and keep a journal of these reflections. Students will attend a live professional performance to analyse and evaluate the way production roles are interpreted in performance.

MEDIA: FILM

Lights!
Camera!
Sursum Recorda!

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

Through stages of production, Year 9 Film elective students learn fundamental practical skills. In pre-production, formatting of scripts, and documenting of visuals in storyboards allow students to plan for the screen. Through principal photography of camera shots and angles, students consider how they might apply a range of techniques in, acting, framing, and lighting to engage audiences. Further ways to convey meaning are explored in post-production, including techniques in editing and sound design. In groupwork production assignments, students will learn how to pitch an idea and how to respond to feedback. Students will collaborate and be assigned roles on both sides of the camera. They will be shown how to develop ideas, how to construct and reconstruct scenes using a range of shot-sizes and angles for continuity, to construct point-of-view, and for a range of specific purposes. On completion of their edit, students will view each other's work, and reflect on and evaluate the work. Through written narrative analysis responses, students explore narrative conventions and technical codes as they correspond with film genre, and the work of individual film producers and auteurs.

Units Studied

1. Script writing
2. Storyboarding
3. Film production
4. Editing
5. Film analysis

Key Skills

- Experiment with ideas and stories that manipulate media elements, and genre conventions.
- Develop and refine media production skills to convey meaning.
- Plan, structure and design film to engage audiences. Analyse and evaluate how codes and conventions are manipulated in film.

Assessment

- Written analysis: narrative analysis.
- Practical task: Pre-production tasks.
- Practical task: group production.
- Examination.

Outcomes

- Explore and Represent Ideas: Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.
- Manipulate media representations to identify and examine social and cultural values and beliefs.
- Media Arts Practices: Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style.
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.
- Present and Perform: Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.
- Respond and Interpret: Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.
- Analyse and evaluate a range of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore differing viewpoints and enrich their media arts making.

MEDIA: PHOTOGRAPHY

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

This subject is practical-based learning with lots of hands-on tasks and assessments

Through photography walking excursions this course exploring our local areas of Kew and Hawthorn through a camera lens!

Course Description

This elective explores the origins of 35mm photography and the Darkroom through to the manual operation of a Digital SLR camera (DSLR.) Students will be introduced to darkroom processes and the history of the printed image and digital processing using Photoshop postproduction.

Students will learn about the introduction to the history of photography the 35mm SLR camera and negative photography and darkroom processing as well as an introduction to the digital single-lens reflex camera (DSLR), skills in aperture, shutter speed and ISO and basic lighting set ups, camera shots and techniques.

Units Studied

1. Analog 35mm/darkroom photography folio
2. Research assignment
3. Digital photography folio

Key Skills

- Understanding of the use of the techniques, materials, processes and technologies associated with SLR/DSLR Photography.
- Media Arts language and knowledge of Media Arts theories and practices relevant to photography.
- Critical and creative thinking skills, curiosity, imagination, enjoyment in photography and develop a personal aesthetic.

Assessment

1. Analog Folio.
2. Digital Folio.
3. Research Assignment/Theoretical Tasks.
4. Examination.

Outcomes

- Students will learn to use a 35mm SLR camera and shoot their own negative rolls of film, they will develop negatives to create black and white photographs in the darkroom.
- Students will learn how to use the manual functions of a DSLR camera, they will shoot and print digital photographs.
- Students will research analog and digital photographers and learn how to use digital manipulation software - Photoshop.

MULTIMEDIA

Essential digital skills using Adobe Creative Cloud that is utilised by the Visual Arts Subjects in Senior Years. Exploring animation for interactive augment reality.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

Multimedia introduces students to digital creation tools used by content creators in the creative arts industry. This course will enable students to develop skills when designing digital content for specific audiences and purpose. They will work with audio, vector graphics for the web and animated sequences and the effective use of software, as part of the Adobe Creative Cloud. Students will develop their digital workflow as they create a digital folio, and multimedia presentations. This course leads into the Creative Digital Media electives in Year 10.

Units Studied

1. Exploring vector graphics using Illustrator
2. Visualising advertising using Animate
3. Digital character design and promotion using Animate
4. Photoshop and Augmented Reality (AR)

Key Skills

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images and sounds and text to represent a purpose, meaning and style.
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Assessment

- Digital skills and techniques exercise.
- Digital planning and visualisation.
- Digital folio & digital multimedia presentation.

Outcomes

Digital skills and techniques through the use and exploration of Adobe Creative Cloud Software.

Student will create a Multimedia project, digital folio and digital solution in response to a brief.

Pathways

Digital Content Creator, Advertisement, Graphic Design, film and television productions, Animator.

VISUAL COMMUNICATION AND DESIGN: 2D DESIGN

Student work from this course is displayed at the Creative Arts Festival (end of year)

There are prizes awarded to students at each year level to acknowledge achievement in both endeavour and proficiency each of the VCD subjects The VCD department have well equipped learning environments that endeavours to give the students a design studio experience.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

The course introduces students to different design areas from communication design, industrial design and environmental design. The focus for students at Year 9 is to learn a range of manual and digital drawing methods.

Students will use a range of computer software: Adobe Illustrator, InDesign Photoshop and Procreate in design projects. They will learn new presentation techniques using a selection of media and begin to understand how materials are used in the area of design. Through this course, students are encouraged to visualise and resolve design problems in creative and thoughtful ways.

Units Studied

1. Logo design
2. Typography design
3. Cartooning

Key Skills

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.
- Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Assessment

- Folio of drawings.
- Final presentations.
- Research and analysis written tasks.
- Examination.

Outcomes

Students will develop their understanding of the Design Elements and Principles through the completion of a range of written and practical tasks. Using both manual and digital drawing methods.

- Students will design a new logo for a given company using freehand drawing and computer software
- Students will research existing logo designs and investigate their hidden meanings
- Students will explore the history of typography and the effect of changing technology on the typography styles used today
- Students will design and create a typography poster specifically for a target audience
- Students will develop and design a cartoon character using illustration techniques and computer software

Pathways

This study begins at Year 9 and continues into VCE. Visual Communication Design is a relevant and appropriate study for many design-based courses including architecture, multimedia, industrial design, engineering, gaming design, Illustrator, web design, app design, user experience design, advertising, marketing, fashion design, typography, landscape design, interior design, construction and building - project management. Transferrable skills include problem-solving, communication and organisation.

VISUAL COMMUNICATION AND DESIGN: 3D DESIGN

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Throughout the year, student work is displayed in the classroom, around the school and at the Creative Arts Festival (held in October each year).

There are prizes awarded to students at each year level to acknowledge achievement in both endeavour and proficiency in each of the VCD subjects.

Course Description

3D Design seeks to invigorate student curiosity in Environmental and Industrial Design professions. By learning about the practice of Architects and Product Designers, students will learn the foundational knowledge and skills in visual communication that could lead them into the study of Visual Communication Design for Years 10, 11 and 12. Students will experience manual 3D drawing skills and rendering techniques, this allows students to effectively visualise and communicate their design concepts, whilst establishing spatial awareness and their understanding of 3D shape and form. In order to extend their understanding of form, students will learn how to create 3D digital vector drawings using Adobe Illustrator. Students will also have the opportunity to generate their designs using Fusion 360, a CAD modelling software. This gives strengthens their knowledge and understanding of form and function in buildings and products as they transform their ideas from hand to digital formats. Students will walk away with a 3D print of what they have designed.

Units Studied

1. Manual isometric drawing skills
2. Digital isometric drawing skills
3. Rendering
4. CAD modelling

Key Skills

- Develop and present visual communications that meet a specific brief.
- Generate, develop and refine visual communication presentations.
- Use manual and digital drawing methods in the specific design fields of Environmental, Industrial.
- Analyse and evaluate the factors that influence design decisions.
- Analyse and evaluate the use of methods, media, materials, design elements and design principles.

Assessment

- Design elements and principles - identification.
- Rendering of an object.
- Isometric character design.
- 3D printed building.
- Examination.

Outcomes

- Students will develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Students will generate, develop and refine visual communication presentations in response to the brief.
- Students will use manual and digital drawing methods to create visual communications in the specific design fields of Environmental and Industrial Design.
- Students will analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples.
- Students will analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples.

Pathways

Visual Communication Design is a relevant and an appropriate study for many design-based courses including architecture, multimedia, industrial design, engineering, gaming design, illustrator, web design, app design, user experience design, advertising, marketing, fashion design, typography, landscape design, interior design, construction and building – project management.

3D ANIMATION AND VISUAL EFFECTS

Whether you're designing a game, explaining a physics law or creating whimsy, this subject will expand your skillset, your tool box and your mind.

Take your basic digital design work to another level using 3D animation and motion capture technology.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

Students are introduced to 3D modelling, animation and rendering techniques which they apply to create their own short animated renders. A variety of techniques and programs are explored.

The aim of this course is to instruct students on effective and simple ways of using animation tools to convey ideas, messages, concepts and processes for application in future studies.

This practical course explores wide range of applications for animations to explain ideas, principles and processes as well as tell stories.

Students are shown how to extend their own artistic skills but also to make use of effective short cuts using technologies in order to develop transformative skills for wider application.

Units Studied

1. Technical skills workshops
2. Inquiry-based project work
3. Folio development
4. Purpose-driven presentation

Key Skills

- Conceptual and perceptual ideas and representations in animated media.
- Understanding of the use of animation techniques, materials, processes and technologies.
- Media Arts theories and practices relevant to multimedia and animation.
- Critical and creative thinking skills.

Assessment

- Participation in skills development workshops.
- Project proposal.
- Ongoing project-based development work.
- Ongoing folio development which documents the practical project development work.
- Final presentation, including a short oral presentation.

Outcomes

- Skills development program: a series of practical workshops to be introduced to and develop proficiency in associate technologies, such as: Rokoko Smartsuit Pro, and Cinema 4D.
- Inquiry-based project work: Cross-curricula enquiry into a concept, process, formulae, etc, which can be explained using 3D Animation and effects.
- Folio development: Documenting the design process, including relevant stimuli in a formal folio format.
- Presentation: A curated screening of each animation with designer/director oral presentation.

ART: EXHIBITING

FORMALLY VISUAL ARTS - SEMESTER 1

We visit a Melbourne gallery as the stimulus for a folio task. Students draw inspiration from contemporary exhibitions and artworks.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

The Year 10 Art: Exhibiting course is a continuation of the Year 9 program building on concepts and processes relevant to VCE Art Making and Exhibiting. This course accommodates students new to Art and challenges students enabling them to establish their own personal art making style. At this level, students develop and refine techniques, experiment with a range of new mediums and document progress in a folio.

In this elective, students will create artworks influenced by contemporary Australian artists and the Melbourne arts industry. They will consider how ideas and meaning are conveyed through subject matter and materials to produce a mixed-media folio. This is followed by an experience based unit in which student respond to works viewed on an excursion to an art exhibition.

Units Studied

1. Contemporary Australian Art
2. Folio skills
3. Exhibition practices
4. Production of mixed-media artworks
5. Visual analysis

Key Skills

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works.
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Assessment

- Mixed media folio.
- Exhibition folio.
- Theory tasks.
- Examination.

Outcomes

- Students will develop a folio of work, documenting development through both traditional and digital planning methods. Over the semester, students gain experience and technical skill through experimental drawing and ceramic sculpture.
- Students complete a series of theory assessments, investigating the creation of historically significant artworks with a focus on art making processes.

Pathways

Pursuing Art: Exhibiting can lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

The skills learned through Art: Exhibiting can prepare students for success in a wide range of career paths, from the creative industries listed above to more traditional fields such as business, science, technology and engineering.

ART: IDEAS

FORMALLY VISUAL ARTS - SEMESTER 2

We create a street art inspired skateboard using traditional stencils and digital street art techniques.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

The Year 10 Art: Ideas course is a continuation of the Year 9 program and Art: Exhibiting, building on concepts and processes relevant to VCE Art Making and Exhibiting. While accommodating and inviting newcomers, it challenges students enabling them to establish their own personal art making style. At this level, students will develop and refine techniques, experiment with a range of new mediums and document progress in a folio.

In Semester two, students continue to develop original concepts through their practical work. There will be a focus on urban art in as students prepare and propose ideas for independent and collaborative works inspired by street art and public installations. Folio assessment include a street art inspired skateboard design utilising painting, drawing and digital techniques. This is followed by a collaborative installation artwork and investigation into printmaking techniques. In the theory component, students will research and consider ethical art issues and criticism.

Units Studied

1. Street art
2. Installation sculpture
3. Art ethics
4. Printmaking

Key Skills

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works.
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions.
- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Assessment

- Street art folio.
- Installation folio.
- Theory tasks.
- Examination.

Outcomes

Students will develop a folio of work, documenting development through both traditional and digital planning methods. Over the semester, students gain experience and technical skill through experimental drawing and ceramic sculpture.

Students complete a series of theory assessments, investigating the creation of historically significant artworks with a focus on art making processes.

Pathways

Pursuing Art: Ideas can lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

The skills learned through Art: Ideas can prepare students for success in a wide range of career paths, from the creative industries listed above to more traditional fields such as business, science, technology and engineering.

DRAMA

Attend a live theatrical performance. Create a collaborative performance.

Act. Direct. Write. Star.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

In Year 10, Drama is a practical performing arts course which consolidates and extends the individual's skills in thinking, moving, speaking, and acting with confidence, to work collaboratively to devise an original dramatic performance. Students will explore a range of stimulus to inspire dramatic potential. Students will select and use the elements of drama, narrative and structure in directing and acting and then apply production roles of lighting, sound, costumes and set pieces to enhance meaning and use performance and expressive skills to convey dramatic action and meaning.

The process of devising and producing starts with stimulus which inspires feeling and a reaction, this directs research, and through applying improvisation and scripting of original ideas, students shape and develop a performance. This course allows students to examine key performance styles and their associated conventions to explore alternate ways of dramatic expression. Students will attend a live theatrical performance in order to compare and contrast their own performances, but also to analyse and evaluate a professional production.

Units Studied

1. Working with stimulus, character and situations
2. Dramaturgy and research
3. Improvisation and the elements of Drama
4. Extending expressive skills
5. Applying style and production areas
6. Performing
7. Attending a live professional performance

Key Skills

- Improvise with the elements of drama to develop ideas, and explore subtext to shape devised drama.
- Practise and refine the expressive capacity of voice, movement and gesture to communicate ideas and dramatic action in a range of forms and styles.
- Structure and perform devised drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.
- Evaluate how the elements of drama, and performance styles are applied in devised and scripted drama to convey meaning and aesthetic effect.

Assessment

- Practical skills-based workshops.
- Devising a dramatic performance.
- Dramatic performances.
- Written performance analysis.

Outcomes

- Students will work with stimulus and apply the process of dramaturgy and research to explore the dramatic potential of characters and situations.
- Students extend their expressive skills and skills of improvisation, the application of elements of Drama, and key style and production areas.
- Students work through the development stage of the devising process through to a performance to an audience.
- Students will analyse and evaluate a live professional performance.

Pathways

Drama provides practical skills such as empathy, critical thinking, confidence, leadership, connection, collaboration, creativity. These skills transfer into various employment opportunities including; community service, counselling, psychology, health professional, engineering, medicine, law, public service, business, public speaking, project management, public relations, CEO, politics, management, marketing, advertising, human resources, education, consulting, acting, directing, producing.

MEDIA: PODCASTING AND CONTENT CREATION

Students utilise industry-standard tools for content creation.

Skills transferable in Senior Creative Arts Subjects.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

This Media elective is a folio based subject aiming to introduce students to the creative digital media industry. Students are introduced to a wide range of career path opportunities including digital audio editing, production and marketing specialists. This course reflects the role of a skilled operator in digital video, online content creation, or a skilled branding officer for products and services supported by the exploration of Adobe Illustrator and Adobe After Effects. Students will plan and produce their own podcast and explore digital identity and advertisements for various mocked events and clients.

Units Studied

1. Podcast pre-production folio
2. Podcast series production
3. Digital branding folio and production
4. Digital advertising

Key Skills

- Experiment with ideas and stories that manipulate media elements in podcasting and advertising.
- Develop and refine media production skills to integrate and shape media.
- Generate, develop and refine visual communication presentations.
- Develop and present visual communications that meet a specific brief and target audience Distribute media artworks for a range of contexts and audiences.

Assessment

- Podcasting folio.
- Podcast series (groups/solo).
- Podcast branding.
- Digital folio and presentation.
- Digital Production (groups).
- Examination.

Outcomes

- Students will experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.
- Students will develop and refine media production skills to integrate and shape the technical and symbolic elements in images and sounds and text to represent a purpose, meaning and style.
- Students will plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Pathways

VCE MEDIA, Radio Production, Advertising, Digital Content Creator.

MEDIA: FILM

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Lights!
Camera!
Sursum
Recorda!

Course Description

By responding to practical, production, and written assignment tasks, students will gain an understanding of film narrative conventions and their construction via a range of production techniques. Through stages of production, in the Year 10 Film elective students learn fundamental practical skills. In pre-production, formatting of screenplays, and documenting of visuals in storyboards allow students to plan for the screen. Through principal photography in production, student consider how they might apply a range of techniques in camera, acting, framing, and lighting to engage audiences. Further ways to convey meaning are explored in post-production, including techniques in editing, colour correction, visual effects, and sound design.

In groupwork production assignments, students will learn how to pitch an idea and how to respond to feedback. Students will collaborate and be assigned roles on both sides of the camera. They will be shown how to develop ideas, how to construct and reconstruct scenes using a range of shot-sizes and angles for continuity, to construct point-of-view, and for a range of specific purposes. On completion of their edit, students will view each other's work, and reflect on an evaluate the work.

Through assigned written response tasks on Auteurs, Auteur Theory, and their origins, students gain an understanding of the stylistic hallmarks of visionary film makers, film-making institutions, and through written narrative analysis responses, student explore narrative conventions and technical codes as they correspond with film genre, and the work of individual film producers and auteurs.

Units Studied

1. Screenwriting
2. Storyboarding
3. Film staging and directing
4. Editing
5. Film analysis

Key Skills

- Experiment with ideas and stories that manipulate media elements, and genre conventions.
- Develop and refine media production skills to convey meaning.
- Plan, structure and design film to engage audiences.
- Analyse and evaluate how codes and conventions are manipulated in film.

Assessment

- Collaborative Production: Scene Reconstruction.
- Written Response: Auteur Theory.
- Written Response: Narrative Analysis.
- Group Production: Negotiated Narrative - Suspense.
- Examination.

Outcomes

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style.
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.
- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.
- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.

MEDIA: PHOTOGRAPHY

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Practical-based learning with lots of hands-on tasks and assessments. Photography walking excursions, exploring our local areas of Kew and Hawthorn.

Course Description

In Media: Photography, students will explore advanced photography techniques using both digital and film SLR (single lens reflex) cameras. Students will be taught to take photographs using the manual settings of their cameras. They will process their work via a digital workflow, that will allow them to enhance their work, using Adobe Photoshop or Lightroom or a manual process using chemicals and techniques that are unique to the darkroom.

Units Studied

1. Advanced analogue photography skills and folio
2. Advanced digital photography skills and folio
3. Research task

Key Skills

- Understanding of the use of the techniques, materials, processes and technologies associated with SLR/DSLR Photography.
- Critical and creative thinking skills, Media Arts language and knowledge of Media Arts theories and practices. Building confidence, curiosity, imagination, enjoyment and a personal aesthetic.

Assessment

1. Analog Folio.
2. Digital Folio.
3. Research Assignment/Theoretical tasks.
4. Examination.

Outcomes

Students will learn to use a 35mm SLR camera and shoot their own negative rolls of film, and develop their negatives to create black and white photographs in the darkroom.

Students will learn how to use the manual functions of a DSLR camera to shoot and print digital photographs. Students will also learn how to use the digital manipulation software, Photoshop.

Pathways

Photography, Film Maker, TV production, Photo Journalist, Journalism, Radio presenter, Media Content Creator.

THEATRE STUDIES

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

In Theatre Studies students will use tools to build a set! Theatre Studies provides a brief foray into Classics, History of Revolutions, English Literature, VCD, Media and Music Industry.

Course Description

This is a practical performing arts subject which combines literature and history with design and performance. In Theatre Studies, we look at theatrical texts from across the great expanse of human achievement, consider when and why they were written, and then find ways to stage them that may acknowledge the traditions or may recontextualise through a modern lens. Using the Crypt Drama Studio, students design and construct sets, operate lights, design soundscapes, create costumes and make props. Students also act and direct short performances of the selected plays. We also attend live professional theatre, sometimes to analyse and compare with our own productions, but always to be inspired.

Units Studied

1. Dramaturgy: the research into a play, playwright and the world of the play.
2. Production Roles: Applied learning of the various stagecraft, including: acting, directing, and design (Lighting, costumes, set, props, make-up, sound).
3. Performance making: Applying the research into a text with design elements to create a performance with an intended meaning.
4. Performance experience: attending live professional productions.

Key Skills

- Develop and convey the physical and psychological aspects of roles and characters consistent with performance styles.
- Structure drama to engage an audience.
- Perform scripted drama.
- Evaluate how performance styles in scripted drama to convey meaning and aesthetic effect.
- Analyse a performance from contemporary or past times.

Assessment

1. Practical workshops: Involvement in developing production roles and staging techniques.
   a) series of practical tasks which allow students to learn how to use the technology in the theatre space
   b) Simple drama workshops to understand the role of the actor and the role of the director
   c) Experiential activities to explore how design principles affect mood and meaning on an audience
2. Performance Tasks: Presentation of rehearsed scenes.
   a) A staged excerpt from a play written prior to the 20th Century.
   b) A staged excerpt from a contemporary play
3. Folio: Written reflections, research and analysis tasks.
   a) A diarised account of the process of staging a scene or scenes,
   b) Annotated designs and collected dramaturgical stimulus to enhance creative understanding of a text.
   c) Formal analytical response to a professional performance

Outcomes

- Students will develop and convey the physical and psychological aspects of roles and characters consistent with performance styles.
- Students will structure performances to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements.
- Students will perform scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.
- Students will evaluate how performance styles, evident in scripted drama, convey meaning and aesthetic effect.
- Students will analyse a theatrical performance, from contemporary or past times, including the drama of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and develop understanding of theatre practice across local, national and international contexts.

Pathways

Theatre Studies provides a practical introduction to the world of the theatre and the myriad jobs involved in this industry such as: Audiovisual Technician, Costume Designer, Director (Film, Television, Radio or Stage), Film and Video Editor, Light Technician, Script Writer/Editor, Screenwriter, Radio Presenter, Stage Manager and Sound Engineer. The subject develops skills in collaborating, innovating, problem-solving and entrepreneurial skills.

VISUAL COMMUNICATION AND DESIGN: ARCHITECTURE

Throughout the year, student work is displayed in the classroom, around the school and at the Creative Arts Festival (held in October each year).

There are prizes awarded to students at each year level to acknowledge achievement in both endeavour and proficiency in each of the VCD subjects. Students are given the opportunity to listen to practising architects and partake in model making workshops.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

VCD: Architecture delivers a design studio experience to students who are interested in designing and building structures using manual model making techniques and digital modelling. Students will generate ideas for the indoor, outdoor, and virtual spaces in which they live, work and play. This course prepares students for Visual Communication Design Units 1 and 2 covering one of the four fields of design practice: Environments.

Designers in this field consider such factors as location, accessibility, configuration, orientation, aesthetic appeal, and emotive potential. They can also be responsible for the environments we see in films and video games.

Units Studied

1. Research
2. Developmental drawing
3. Digital drawings
4. Model making

Key Skills

- Use visual language to produce good design outcomes.
- Use conceptions of good design to identify human-centred design problems.
- Apply divergent thinking strategies when seeking inspiration and generating ideation sketches.
- Apply appropriate technical drawing conventions to documentation drawings.
- Apply convergent thinking strategies to synthesise, select and refine design concepts.

Assessment

1. Design Elements and Principles.
2. Folio – Developmental architectural drawings.
3. Presentation - 3D process model making.
4. Examination.

Outcomes

- Students will apply the Develop and Deliver stages of the VCD design process to address a communication need.
- Students will select and use a range of appropriate manual and digital methods, media, materials, design elements and principles to develop visual language for a specified context and purpose.
- Students will annotate design ideas and concepts using design terminology to explain and evaluate design decisions.
- Students will apply two-dimensional drawing methods, such as plans and elevations.
- Students will apply three-dimensional drawing methods, such as planometric or perspective drawing, to represent the form and structure of objects.
- Students will design and use presentation drawing and digital modelling to present to a client.

Pathways

The environmental field of design practice leads to the following areas of the design industry; architects, landscape designers, urban designers, interior designers, and stylists, set and event designers, exhibition designers, games designers, concepts artists, animators and visual merchandisers.

VISUAL COMMUNICATION AND DESIGN: DESIGN, CREATE, MAKE

Throughout the year, student work is displayed in the classroom, around the school and at the Creative Arts Festival (held in October each year).

There are prizes awarded to students at each year level to acknowledge achievement in both endeavour and proficiency in each of the VCD subjects.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

VCD: Design, Create, Make delivers a design studio experience to students who are interested in communicating messages to audiences and designing objects that are used to improve the quality of life for people, societies, and communities. This course prepares students for Visual Communication Design Units 1 and 2 covering two of the four fields of design practice; Objects and Messages.

Objects that are developed by designers, include but not limited to, products and packaging, furniture, fittings and homewares, transport, appliances, tools and machinery, costumes, toys, devices and displays. Important factors to consider when designing objects might include but are not limited to human behaviour, ergonomics, the sustainability of materials and manufacturing processes, aesthetics, usability and accessibility.

Messages can be embedded in design projects such as, but not limited to brand strategy, wayfinding, advertising and social media campaigns, visual merchandising, publications, signage, illustrations, printed collateral, products and packaging, and can be explicit or subtle in tone and presentation. Learn to use the components of visual language and serve a variety of purposes in the context of design, such as influencing behaviour, educating viewers, guiding decision-making, and expressing values and ideals.

Units Studied

1. Objects – Product Design
2. Messages – Design Marketing Campaign

Key Skills

- Use visual language to produce good design outcomes.
- Use conceptions of good design to identify human-centred design problems.
- Apply divergent thinking strategies when seeking inspiration and generating ideation sketches.
- Apply appropriate technical drawing conventions to documentation drawings.
- Apply convergent thinking strategies to synthesise, select and refine design concepts.

Assessment

1. Design Elements and Principles.
2. Designing a Product – CAD produced 3D Printed Prototype.
3. Marketing a Product – Illustrator and InDesign produced Design Presentations.
4. Examination.

Outcomes

- Students will apply the Develop and Deliver stages of the VCD design process to address a communication need.
- Students will select and use a range of appropriate manual and digital methods, media, materials, design elements and principles to develop visual language for a specified context and purpose.
- Students will annotate design ideas and concepts using design terminology to explain and evaluate design decisions.
- Students will apply two-dimensional drawing methods, such as technical flats or third-angle orthogonal projections, to depict objects from multiple views.
- Students will apply three-dimensional drawing methods, such as isometric or perspective drawing, to represent the form and structure of objects.
- Students will design and use presentation drawings to deliver a marketing campaign .

Pathways

The field of design practice can lead to the following areas of the design industry; communication or graphic designers, art directors, graphics, interface and web designers, illustrators, and those working in advertising, animation or visual effects, industrial design, product design, furniture, jewellery, textile and fashion design.

COMMERCE AND ENTERPRISE

Studying Commerce and Enterprise courses facilitates understanding the Australian economy and its interactions with Asia and the global economy. In Year 10, students who choose Commerce and Enterprise subjects can gain several benefits. Firstly, they can understand the importance of trading relationships in supporting economic growth and prosperity. Secondly, students have the opportunity to learn how to measure economic performance and its links to living standards and can learn to analyse variations within and between economies. In Year 10 students also learn about competitive advantages for Australian businesses in different markets, financial literacy, and risk management strategies. Finally, by examining the role of innovation and its impact on business success, students can learn and develop enterprising behaviours and capabilities to improve their future work environments and prospects and understand the potential implications of changing workplaces on workers.

Students can choose the Economics and Business as a major study and the Thinking Like an Economist as an elective.

Year 10

ECONOMICS AND BUSINESS

COMMERCE AND ENTERPRISE MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

This subject offers an introduction to basic economics, financial literacy, and business studies. Students develop their understanding of payment options, budgeting and superannuation. There is an opportunity to participate in the Australian Schools Sharemarket Game. Links are forged between this activity and broader concepts as they are covered throughout the economics unit. In addition, students explore the theme of Innovation and methods used to achieve competitive advantage. Emphasis is placed on the application of theoretical and practical skills relating to each subject studied.

Units Studied

1. Financial literacy
2. Introduction to economics
3. Competitive Advantage and enterprising behaviours

Key Skills

1. Develop consumer and financial literacy skills.
2. Investigate the risks and benefits of different payment options and the characteristics of scams.
3. Develop an understanding of superannuation and different strategies to increase wealth in retirement.
4. Investigate different factors affecting supply and demand and associated economic theory.
5. Apply concepts of entrepreneurialism, competitive advantage and practical business skills.

Assessment

- Tests.
- Assignments.
- Examination.

Outcomes

In Economics and Business, students will describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. Through the study of business, students will analyse the different strategies that may be used when making decisions, learn about the importance of managing consumer business financial risks, the nature of innovation and why businesses need to create a competitive advantage. Students will discuss ways that competitive advantage may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. In this course, students participate in the Australian Schools Sharemarket Game, and opportunities are provided to apply their learning to this competition. Students will identify economics and business trends, explain relationships and make predictions.

THINKING LIKE AN ECONOMIST

Conditional requirements: *Students may not choose an elective that is in the same Commerce and Enterprise discipline area as their major study Commerce and Enterprise option.*

ELECTIVE **SEMESTER LONG**

Course Description

The elective course Thinking Like an Economist is an engaging and comprehensive course designed to introduce students to the fundamental principles and core topics of economics. This course equips students with the data analysis, modelling and basic mathematical tools used in economics at the introductory level. In this course, students will learn to use the four essential principles of thinking like an economist: the cost-benefit principle, the opportunity-cost principle, the marginal principle, and the interdependence principle. Furthermore, students will learn, at an introductory level, the seven core topics of economics including scarcity; economic behaviour; goods allocation; the structure and operation of markets; the use of factors of production; core macroeconomic variables and features of a business cycle; and the role of government and economic institutions in influencing economic outcomes. Throughout these topics, students will learn to analyse data and statistics, construct graphical and mathematical models, and use them to predict and explain the causes and consequences of economic decision-making.

Units Studied

1. Economic Behaviour and Decision-Making
2. Allocation of Goods and Services
3. Structure and Operation of Markets
4. Factors of Production
5. Core Macroeconomic Variables and Business Cycles
6. Role of Government and Economic Institutions

Key Skills

- Recall and use key economic terms.
- Analyse and present data and statistics.
- Calculate economic indicators.
- Construct and use graphical and mathematical models
- Use models to predict and explain the outcomes of economic decision-making.

Assessment

- Quizzes.
- Tests.
- Essays.
- Examination.

Outcomes

Students who have successfully completed Thinking Like an Economist should be able to recall and use the four principles of thinking like an economist and have an introductory-level understanding of the seven core topics covered. Furthermore, students should be able to analyse and present data and statistics, calculate economic indicators, construct, and use graphical and mathematical models, and use models to predict and explain the outcomes of economic decision-making.

ENGLISH

English at Xavier for Years 9 and 10 aims not only to support students' successful preparation for their VCE studies but also to engage with the world around them critically and meaningfully. English at Year 10 is structured to support students' understanding of VCE pathways in various studies of English. From 2026, Xavier College will offer English, English Language, Literature, and EAL (for those students who qualify).

English education at Xavier focuses on preparing young men to develop their communication and literacy skills, to understand the world around them, and to be understood by others. The role of English at Xavier is to equip students with critical literacies and thinking skills to interrogate the politics of language and literature and to be confident, passionate creators of written, spoken, and visual texts.

Year 9

Year 10

ENGLISH

Create a piece of writing that showcases your voice.

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Through the study of English, students will gain exposure to a wide variety of texts in many forms. They will evaluate and integrate ideas and information from texts to form their own interpretations in order to understand how to use a variety of language features to create different levels of meaning.
Skills in reading, viewing, writing, speaking and listening are extended and explored - they will create written responses and make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Units Studied

1. Personal response
2. Debating
3. Text analysis
4. Australian issues
5. Film study

Key Skills

- Explore vocabulary of mood and style and use language to strengthen relationships and roles when interacting with others.
- Discuss opinions on texts using evaluative and substantiative language to express individual views.
- Deliver structured spoken texts to audiences, selecting appropriate text types, including multimodal or digital elements.
- Demonstrate different levels of formality in language choice and use appropriate features of voice.
- Engage with a range of text types for meaning, utilizing vocabulary and grammatical knowledge.
- Discuss responses to texts from diverse historical, cultural, and social contexts, comparing initial and subsequent impressions.
- Analyse how language, images, and sound represent values, beliefs, and attitudes and shape audience preference.
- Explore the relationship between text structures, language features, literary devices, and intertextual connections.
- Create written and spoken texts, presenting ideas through a point of view and experimenting with textual elements, including multimodal or digital elements.
- Review and edit texts for clarity and control, varying grammar and punctuation for creative effect, and using vocabulary to contribute to style, mood, and tone.

Assessment

- Personal reflection.
- Debating.
- Text Analysis.
- Argument and language analysis.
- Oral presentation.
- Creative writing.

ENGLISH

From 2026, Xavier College will offer 4 English subject options: English, English Language, Literature and EAL (for those students who qualify).

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Year 10 English builds on the foundation established in previous years by following the Victorian Curriculum F-10 English guidelines and prepares students for VCE studies. Through their English studies, students will be exposed to a wide variety of texts in various forms, encompassing both literature and language. This exposure will enhance their understanding of VCE study options available in 2026. Students will develop the ability to critically analyse texts, evaluate and integrate ideas and information to form their own interpretations. This will equip them with the skills to use a variety of language features effectively to create different levels of meaning.

Units Studied

1. Personal Response
2. Issues and Arguments
3. Oral Presentation of Argument
4. Text Analysis
5. Australian Fiction Through Time

Key Skills

- Use expanded vocabulary and distinguish inclusive and exclusive language in interactions.
- Discuss and present opinions about texts, exploring language that reveals views and values.
- Deliver structured spoken texts with appropriate formality and features of voice, including multimodal or digital elements.
- Engage with various text types, analysing and evaluating their structures, language features, and literary devices.
- Create written and spoken texts with sustained voice, precise vocabulary, and appropriate textual elements for purpose and audience.
- Review, edit, and refine texts, experimenting with text structures, grammar, and punctuation to maintain cohesion.
- The English as an Additional Language curriculum aims to develop students' knowledge, understanding and skills in listening, speaking, reading/viewing and writing. It draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English language experiences.

Assessment

- Creative response to a text.
- Argument and language analysis.
- Analytical text response.
- Oral presentation.
- Informative response.

VCE Literature

VCE English & EAL

VCE English Language

LITERATURE

Year 10 Literature leads to Units 1 and 2 Literature, it is not necessary to complete Year 10 Literature to undertake VCE Literature.

The study of LIterature can help build confidence in English, study classic texts and enhance your creative expression

ELECTIVE **SEMESTER LONG**

Course Description

Year 10 Literature offers students an opportunity to build on a love of literature. There is a focus on language use and close analysis of texts.

Units Studied

1. Modern Classic: The Great Gatsby
2. Creative Literature: Only the Animals
3. Close Analysis Essentials

Key Skills

Students will:

- Develop critical responses by examining the patterns of language and imagery used in the text.
- Discuss how the features and conventions of the text contribute to meaning.
- Understand how their own ideas and contexts influence their readings of texts.
- Explore, interpret and reflect on different ideas and values represented in literature.
- Apply understanding of literary criticism to their reading of text/s.
- Use evidence from the texts to support a response.

Assessment

- Presentation of Analysis.
- Creative Writing and Reflection.
- Close Passage Analysis.

Outcomes

- Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
- Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
- Analyse how higher order concepts are developed in complex texts through language features.

HEALTH AND PHYSICAL EDUCATION

The Health & Physical Education Learning Area values “Cura Personalis,” caring for the whole person with an emphasis on the importance of a comprehensive health and physical education experience. Students will be educated on the importance of physical health and fitness, resilience, well-being, and fostering lifelong habits of physical activity. Beyond the physical, students will learn about mental health, nutrition, advancements in sports technology, and global health trends, enabling students to make informed choices and build real-world connections.

Year 9

Year 10

HEALTH AND PHYSICAL EDUCATION: PRACTICAL

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Through an active participation in a variety of sports and recreational activities, students will learn and develop a wide range of motor skills, movement principles, learn rules and specific strategies so that they may enjoy participation and excellence in sport.

Each student will grow their knowledge of how to develop and maintain physical skill and fitness, whilst being encouraged to develop a positive attitude towards a lifetime involvement in physical activity.

This subject fosters positive interpersonal skills, social behaviours, self-esteem, confidence and leadership will also be nurtured through interaction in individual, group and team-based physical activities.

Units Studied

1. Physical Fitness
2. Triathlon
3. Cricket
4. Weight/Resistance Training
5. Fencing
6. Netball
7. Badminton
8. Athletics
9. Basketball
10. Aquatics
11. Golf

Key Skills

- Perform and refine specialised movement skills in challenging movement situations.
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Develop, implement and evaluate movement concepts and strategies for successful outcomes.
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences.
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.
- Transfer understanding from previous movement experiences to create solutions to movement challenges.
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.

Assessment

- Objective performance and participation based assessment on ball handling skills within specific sports and activities conducted throughout the year.
- Objective performance and participation based assessment on striking and catching skills within specific sports and activities conducted throughout the year.
- Student self-reflection and assessment based on their own performance and participation in specific sports and activities.
- Student performance of aerobic fitness in Fitness Testing, Triathlon and Athletics.

Outcomes

- Students will perform and refine specialised movement skills in challenging movement situations.
- Students will evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Students will develop, implement and evaluate movement concepts and strategies for successful outcomes.
- Students will analyse the impact of effort, space, time, objects and people when composing and performing movement sequences.
- Students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

PHYSICAL EDUCATION: BODY SYSTEMS & EXERCISE

Students participate in a dissection of a sheep knee to explore the interrelationship between the Skeletal and Muscular systems.

Students will participate in an excursion to Latitude Indoor Rock Climbing and investigate the functionality of the muscular system in an active and enjoyable environment.

Sports Taping and Injury Prevention Incursion

ELECTIVE **SEMESTER LONG**

Course Description

The study of the Body Systems Elective enables students to explore the functionality of the main human body systems and apply their knowledge through a variety of sport and recreational physical activities.

Units Studied

1. The skeletal system
2. The muscular system
3. The cardiovascular system
4. The respiratory system
5. First Aid & sports medicine

Key Skills

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.
- Learn and apply knowledge of the functioning of the body systems in a safe and physically active environment.
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.

Assessment

- Topic tests.
- Practical laboratory tasks.
- Student workbook activities, quizzes and questions.
- Examination.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Outcomes

- Students will develop knowledge of the functions, biomechanical movements, Joints, and major bones associated with the skeletal system.
- Students will develop knowledge of the working muscles, their functions, major muscles of the body, muscle structure and function, muscle action and contractions, and muscle fibre types.
- Students will develop knowledge of the functions, heart structure, blood vessels, composition of blood, blood pressure, cardiac capacities and terms, systemic and pulmonary circulatory of the cardiovascular system.
- Students will develop knowledge of the structures and functions of the Respiratory System including respiration events, respiration mechanisms and lung Capacity.
- Students will learn how to classify different types of injuries, including acute and chronic injuries, RICER and sports taping.

PHYSICAL EDUCATION: PERFORMANCE ENHANCEMENT

Students will visit and a local golf simulator and explore the concept of technology advances in sport.

Students will share their acquired knowledge at the Xavier Men's Health Night run for the Year 9 Performance Enhancement students and their fathers

ELECTIVE **SEMESTER LONG**

Course Description

The study of the Performance Enhancement Elective enables students to explore the many variables that impact not only the performance of athletes across a variety of sporting fields, but also the general health and well-being of males in our community. Students will have the opportunity to apply their knowledge through a variety of sports and recreational physical activities during allocated practical classes.

Units Studied

1. Nutrition for health and sporting performance
2. Men's health and cardiovascular disease
3. Legal performance enhancement methods and strategies
4. Illegal performance enhancement methods and strategies

Key Skills

- Students will compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.
- Students will propose and evaluate interventions to improve fitness and physical activity levels in their communities.
- Students will gather and analyse health information.

Assessment

- Topic Tests.
- Master Chef Nutritional Assignment.
- Content specific practical laboratories that expand and assess student knowledge on body system functioning.
- Student workbook activities, quizzes and questions.
- Examination.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Outcomes

- Students will acquire and explore knowledge of various macronutrients, nutritional needs for physical activity, food pyramids, food labelling, energy balance, Sport Nutrition and Planning.
- Students will learn about key men's health issues such as cardiovascular disease, diabetes, mental health and plan for healthy outcomes within their own life and individual contexts.
- Students will acquire and explore knowledge around both legal and illegal performance enhancement methods ranging from training methods and equipment, technology in sports and ergogenic aids.

HEALTH AND PHYSICAL EDUCATION: PRACTICAL

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

Through an active participation in a variety of sports and recreational activities, students will learn and develop a wide range of motor skills, movement principles, rules and specific strategies so that students may enjoy participation and excellence in sport. Each student will develop their own knowledge on how to develop and maintain physical skill and fitness, whilst being encouraged to develop a positive attitude towards a lifetime involvement in physical activity. Positive interpersonal skills, social behaviours, self-esteem, confidence and leadership will also be nurtured through interaction in individual, group and team-based physical activities.

Units Studied

1. Physical fitness
2. Triathlon
3. Tennis
4. Ultimate Frisbee
5. European Handball
6. Yoga
7. Baseball
8. Volleyball
9. CPR & weight training
10. Aquatics
11. Flag Football
12. Lawn Bowls
13. Futsal

Key Skills

- Perform and refine specialised movement skills in challenging movement situations.
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Develop, implement and evaluate movement concepts and strategies for successful outcomes.
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences.
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.
- Transfer understanding from previous movement experiences to create solutions to movement challenges.
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Outcomes

- Students will perform and refine specialised movement skills in challenging movement situations.
- Students will evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Students will develop, implement and evaluate movement concepts and strategies for successful outcomes.
- Students will analyse the impact of effort, space, time, objects and people when composing and performing movement sequences.
- Students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Assessment

- Objective performance and participation based assessment on ball handling skills within specific sports and activities conducted throughout the year.
- Objective performance and participation based assessment on striking and catching skills within specific sports and activities conducted throughout the year.
- Student self-reflection and assessment based on their own performance and participation in specific sports and activities.
- Students aerobic fitness in Fitness Testing, Triathlon and Athletics masured against state based criterion.

PHYSICAL EDUCATION: EXERCISE SCIENCE

ELECTIVE **SEMESTER LONG**

This course is an outstanding opportunity to gain the key knowledge and skills required to complete PE at Unit 3/4 in either Year 11 (accelerated) or Year 12.

Students participate in a range of practical activities such as Velodrome cycling and Wingate testing on specialised Wattbikes.

Course Description

This is an advanced physical education elective with a strong exercise and science base which mimics the Unit 3 Physical Education course. This subject is highly recommended for students wishing to accelerate and study PE at Year 11 or complete it during Year 12. There are a number of activities included in the course which help to integrate the theoretical concepts with practical application.

Units Studied

1. Energy systems & food fuels & performance
2. Fatigue & recovery
3. Acute responses to exercise
4. Skill acquisition

Key Skills

- Understand and explain when each food fuel is used.
- Identify and describe ATP production and the characteristics of each of the energy systems.
- Understanding and application of energy system interplay.
- Identify the types of fatigue mechanisms and factors that impact on these.
- Identify the ways to best implement approaches to maximise recovery of the fatigue mechanisms.
- Identify and explain the acute responses to exercise for the cardiovascular, respiratory and muscular systems.
- Understanding and application of skill classification, stages of learning and practice strategies to improve performance.

Assessment

- Practical and Laboratory activities - Cycling velodrome excursion, Wattbike Fitness Testing.
- Topic worksheets.
- Workbook questions.
- Group Assignment - Recovery Methods.
- Topic Tests.
- Examination.

Outcomes

- Students will participate in activities that help to understand fuel usage with links intensity of exercise.
- Students will observe and participate in physical activities which help to identify which energy system is the main contributor during activity of various intensity.
- Students will experience fatigue from participation in activity to explain the mechanisms for both aerobic and anaerobic activity and the effects of these on performance.
- Students will research and report on a range of recovery techniques to reduce fatigue and improve performance.
- Students will participate in activities and analyse and record the acute responses to exercise.
- Students will classify skills, identify stages of learning and apply practice strategies to improve performance.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

PHYSICAL EDUCATION: TRAINING STRATEGIES

Students participate in a range of practical activities such as Fitness Testing and Training program sessions.

This course is an outstanding opportunity to gain the key knowledge and skills required to complete PE at Unit 3/4 in either Year 11 (accelerated) or Year 12.

ELECTIVE **SEMESTER LONG**

Course Description

This is an advanced physical education elective, learning is highly practical and applied combined with sporting application which mimics aspects of the VCE Unit 4 Physical Education course. This subject is highly recommended for students wishing to accelerate to study PE at Year 11 or complete it during Year 12. There are a number of activities included in the course which help to integrate the theoretical concepts with practical application.

Units Studied

1. Fitness components & testing
2. Training principles & methods
3. Games analysis
4. Chronic adaptations to training
5. Biomechanics

Key Skills

- Identify and describe each of the fitness components and factors that effect the fitness component.
- Understand and describe purpose of fitness testing and identify and list a range of fitness tests for each of the fitness components listed.
- Understanding of the Training Principles & how to correctly apply them.
- Understanding of the Training Methods & the benefits associated them.
- The purpose of a games analysis, knowledge of data collection methods, a knowledge of types of data collected and the outcomes for developing testing and training.
- Understanding the six steps to devising and implementing a training program.
- The chronic adaptations that result from extended training at a respiratory, cardio-vascular and muscular level.
- Understanding of Biomechanics: Force and movement, Newtons 3 Laws, Linear Motion, Angular Motion, Projectile Motion, Levers.

Assessment

- Laboratory activities - fitness testing, biomechanics incursion.
- Topic worksheets.
- Workbook questions.
- Assignment - Training program design and implementation.
- Topic tests.
- Examination.

Outcomes

Students will gain an understanding of how to:

- Identify and describe each of the fitness components.
- Link each fitness component to the area of health or skill related.
- Explain the factors affecting each fitness component.
- Understand and describe purpose of fitness testing.
- Identify and list a range of fitness tests for each of the fitness components identified.
- Understand and identify data collection methods such as: observation & stats, digital movement patterns, skill frequency, muscle groups, work – rest ratios and link to fitness components / energy systems.
- Complete an activity analysis, fitness assessment, training method selection, design of sessions and recording of training.
- Identify and explain respiratory, cardio-vascular and muscular level chronic adaptations.
- Understand and apply force and movement, newtons 3 Laws, linear, angular and projectile motion, levers.

Pathways

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

HEALTH AND HUMAN DEVELOPMENT

ELECTIVE **SEMESTER LONG**

Course Description

This Health and Human Development course provides students with broad understanding of how important health and wellbeing is to themselves and to families, communities, nations and global society. This subject is highly recommended for students wishing to accelerate to study HHD at Year 11 or complete it during Year 12. Students will explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing from a global perspective. Students can use these skills and knowledge as young adults, and apply their learning in positive and resilient ways through future changes and challenges.

Units Studied

1. Understanding health and wellbeing
2. Health and wellbeing in a global context
3. Health and the Sustainable Development Goals (SDG)

Key Skills

- Explain the complex, dynamic and global nature of health and wellbeing.
- Explain similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- Analyse relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

Assessment

- Topic worksheets.
- Research Assignment.
- Topic Tests.
- Examination.

Outcomes

This study enables students to:

- Understand the complex nature of health and wellbeing, and human development.
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions.
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions.
- Apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs.
- Propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Pathways

Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession including medicine.

OUTDOOR AND ENVIRONMENTAL STUDIES

This subject offers students the opportunity to have a camp experience!

ELECTIVE **SEMESTER LONG**

Course Description

The focus of this course is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students will examine the dynamic nature of relationships between humans and the environment with practical opportunities to enhance their learning. Camp and experiential opportunities are key aspect of this subject.

Units Studied

1. Historical relationships with outdoor environments
2. Relationships with Australian Outdoor Environment
3. Technology and the Australian Environment
4. Climate Change and the Environment
5. What is Sustainability?

Key Skills

- Explain the characteristics of the Australian environment before humans.
- Describe and analyse the changing relationships with Australian outdoor environments expressed by specific Indigenous communities.
- Describe and analyse the changing relationships with Australian outdoor environments influenced by historical events and associated key social and cultural issues.
- Social and political debates about climate change and the impacts of these debates on societal relationships with outdoor environments.
- Plan for and reflect upon a range of practical sustainable outdoor experiences and analyse relevant information collected during these experiences.

Assessment

- Reflective journal.
- Research tasks.
- Design and develop 'green' building using design software.
- Case study and investigation tasks.
- Formal tests and examination.

Outcomes

This study enables students to:

- Explain and evaluate how relationships with australian outdoor environments have changed over time.
- Evaluate the contemporary state of australian outdoor environments.
- Analyse the importance of healthy outdoor environments and sustainability for individuals and society.
- Understand the history and science of climate change on an international level.
- List and describe green building design elements and how they can be used to improve the sustainability of modern buildings.

Pathways

This course is beneficial for students interested in pursuing further study in science, Architecture, Park Management and Environmental Science.

There is a VCE study; Outdoor and Environmental Studies, this runs as an accelerated offering for Year 11's wishing to undertake a VCE 3&4 in Year 11.

HUMANITIES

Humanities subjects at Xavier College seek to teach foundational knowledge and skills that students will draw on to play an active role in civic life. Students will learn about the past and the forces that have shaped societies, with a special focus on understanding the evolution of Australian society. Students will have an opportunity to develop an understanding of Australia's democratic institutions and legal system, with an emphasis on governance and justice. Interconnections between places, environments and people are examined in the Geography classroom, where students will learn about contemporary environmental and social issues in the world, the impacts of those issues and how people respond to those issues. Students will develop their capacity for critical and creative thinking, pose meaningful questions, refine their communication skills and practise constructing and evaluating arguments.

Through a study of the Humanities, students will learn to place themselves within a broader cultural, historical, political and environmental context. Humanities subjects will help prepare students to understand and engage with modern challenges including current political debates and the climate crisis.

Year 9

Year 10

GEOGRAPHY

The fieldtrip to Maranoa Gardens investigates four different biomes. You will explore a woodlands biome, a forest biome, a rainforest biome and an arid biome.

COMPULSORY SUBJECT | **CORE** | **SEMESTER LONG**

Course Description

Students study Biomes and Food Security and the Geographies of Interconnection in this subject. As part of Biomes and Food Security, students learn about the different biomes of the World, their distribution and the factors that affect their distribution. Students also learn about the importance of food security and the challenges of achieving food security. Students show their understanding in this topic in their fieldwork report about Maranoa Gardens, Balwyn, and the locations of food sources in a supermarket to make their favourite meal.

The Geographies of Interconnection introduces the concept and perceptions of place, the connections between places, and the effect of these interconnections on global trade. Students study the interconnection between the products they buy and the location and process of manufacture, focusing on Nike. Finally, students learn about the characteristics and impacts of tourism. They design their own ecotourism resort that aims to minimise the environmental impacts of tourism whilst maximising the social and economic impacts.

Students use the key geographical concepts of place, space, environment, interconnections, sustainability, scale and change to learn the content covered in the unit. They practise their data analysis skills through the analysis of maps, climate graphs, tables and images and hone their mapping skills using both geospatial technologies and hand-drawn maps.

Units Studied

1. Geographic Skills
2. Types and distribution of biomes, biomes and food production
3. Food security and threats to food security
4. Fieldwork
5. Tourism and ecotourism

Key Skills

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Assessment

- Biomes Test.
- Fieldwork Report.
- Nike Case Study.
- Ecotourism Assignment.
- Examination.

Outcomes

In Year 9 Geography, students predict changes in the characteristics of places over time and identify implications of those changes for the future. They analyse and explain significant spatial distributions and patterns and significant interconnections within and between places and identify and evaluate their implications. Students ethically collect relevant geographical data and information, select, organise and represent data in different forms and use spatial technologies to analyse and evaluate data.

Pathways

Students can use Geography as a prerequisite to enter both Science and Arts degrees at Universities. Geography leads to a wide range of career options, including environmental scientist, soil scientist, hydrologist, geologist, spatial data analyst, farmer, horticulturist, architect, environmentally sustainable design consultant, park ranger, environmental consultant, and many more. The transferable skills learnt during the study of Geography are highly employable and students with these skills are highly sought after in many key industries.

HISTORY

In each topic students will be invited to think and act as historians: establishing context, evaluating sources and then using those sources as evidence in a range of historical writing and presentations.

COMPULSORY SUBJECT | **CORE** | **SEMESTER LONG**

Course Description

Students undertake a study of the history of the making of the modern world from 1750 to 1918 beginning with the rapid changes brought by industrialisation and the growth of imperialism. The rise of European power in the eighteenth century is explored in an Australian context, including the early exploration of the Pacific, the decision to establish a prison colony in New South Wales, culminating in the sending of the First Fleet and the beginning of large scale migration from the UK. This study then considers the impacts on Australia's Indigenous peoples and their responses to the European presence. The semester concludes with an inquiry into the causes of WWI, followed by an examination of the Australian experience at Gallipoli, covering the strategy behind the landing on April 25, 1915, the battle for the ridges, the Turkish counter-attack, the August offensive and the eventual evacuation. Students will then be able to compare the Gallipoli experience with the contribution of the AIF on the Western Front from 1916 to 1918, possibly including Fromelles, Pozieres, Ieper, Hamel and Villers-Bretonneux, just some of the famous places in Australian military history.

Units Studied

1. 1788 Australia
2. The British decision to send the First Fleet
3. People on the move: the Industrial Revolution in the UK
4. The impacts of the European presence and Aboriginal peoples' responses
5. The European Empires collide: the causes of the Great War
6. The Australian experience at Gallipoli
7. Australians on the Western Front

Key Skills

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750 – present.
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia.
- Analyse the long-term causes, short term triggers and the intended and unintended effects of significant events and developments.
- Evaluate the historical significance of an event, idea, individual or place.

Assessment

- Historical writing.
- Source analysis.
- Examination.

Outcomes

In Year 9 History, students refer to significant events, actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past and evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.

GEOGRAPHY

HUMANITIES MAJOR STUDY | **CORE** | **SEMESTER LONG**

Course Description

This course offers an in-depth study of geographical issues, concepts and skills. There are two units of study in the Year 10 curriculum for Geography: Environmental Change and Management, and Geographies of Human Wellbeing. The first unit will consider causes and consequences of environmental impacts and human responses to managing our environment. The second unit will investigate the locational, economic, social, technological, political and or environmental causes of inequalities in wellbeing between countries and how wellbeing is measured.

Units Studied

1. Environmental change and management.
2. Geographies of human wellbeing.

Key Skills

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Assessment

- Fieldwork Report.
- Mapping Skills.
- Research Tasks.
- Topic Tests.
- Examination.

Outcomes

In Geography, students predict changes in the characteristics of places over time and identify implications of change for the future. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies, and they will ethically collect relevant geographical data and information from reliable and useful sources. Students will analyse and evaluate geographical data, maps and information using digital and spatial technologies and they will have the opportunity to identify, analyse, and explain significant spatial distributions and patterns and significant interconnections.

Pathways

Students can use Geography as a prerequisite to enter both Science and Arts degrees at Universities. Geography leads to a wide range of career options, including environmental scientist, soil scientist, hydrologist, geologist, spatial data analyst, farmer, horticulturist, architect, environmentally sustainable design consultant, park ranger, environmental consultant, and many more. The transferable skills learnt during the study of Geography are highly employable and students with these skills are highly sought after in many key industries.

GEOGRAPHY: ENVIRONMENTAL CHANGE AND MANAGEMENT

Conditional requirements: *Students may not choose an elective that is in the same Humanities discipline area as their core Humanities option.*

ELECTIVE **SEMESTER LONG**

Course Description

Students will explore climate change, sustainability and the interconnections between people, places and environments. Students will complete a series of investigations to better appreciate both the natural and human factors affecting the climate to identify the effects of these on the characteristics of places and environments. They will study coastal management and create their own environmental management plan to respond to an environmental issue. This elective will also include an inquiry about Indigenous land management. During this elective, students will develop their appreciation and understanding of the environment, environmental management and Indigenous land management.

Units Studied

1. Environmental Change and Management
2. Coastal Land Management
3. Indigenous Land Management

Assessment

- Research Tasks.
- Case Study Report.
- Practical Assessment Task.
- Topic Tests.
- Fieldwork Report.

Key Skills

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Outcomes

In this elective, students predict environmental changes and identify implications of those changes for the future. They analyse and explain significant spatial distributions and patterns and significant interconnections within and between places and identify and evaluate their implications. Students ethically collect relevant geographical data and information, select, organise and represent data in different forms and use spatial technologies to analyse and evaluate data.

Pathways

Students can use Geography as a prerequisite to enter both Science and Arts degrees at Universities. Geography leads to a wide range of career options, including environmental scientist, soil scientist, hydrologist, geologist, spatial data analyst, farmer, horticulturist, architect, environmentally sustainable design consultant, park ranger, environmental consultant, and many more. The transferable skills learnt during the study of Geography are highly employable and students with these skills are highly sought after in many key industries.

HISTORY

COMPULSORY SUBJECT | **CORE** | **SEMESTER LONG**

Course Description

All students must study one semester of Victorian Curriculum History. In this semester, they will study the causes, course, and consequences of World War Two, with a specific emphasis on the Australian experience of war. The second in-depth study in this course focuses on 'Rights and Freedoms' in the second half of the century, aiming to build an understanding of Australia's Indigenous peoples and the international influences that have shaped changes over this time.

Units Studied

1. Causes of World War Two
2. Australian Experience of War
3. Consequences of World War Two
4. Rights and Freedoms

Key Skills

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750 – present.
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia.
- Analyse the long-term causes, short term triggers and the intended and unintended effects of significant events and developments.
- Evaluate the historical significance of an event, idea, individual or place.

Assessment

- Source Analysis.
- Historical Writing.
- Historical Inquiry.
- Examination.

Outcomes

By the end of Year 10 History, students refer to significant events, actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past and evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.

HISTORY IN DEPTH

HUMANITIES MAJOR STUDY OR **CORE** **YEAR LONG**

Course Description

This option is for those who wish to spend the entire year studying the Victorian Curriculum's History course, which consists of three units: World War II, Rights and Freedoms, and the history of a Globalising World (1950-present). In the First unit, students will study the causes, course, and consequences of World War II, with a emphasis on the Australian experience of war. The second unit of this course focuses on 'Rights and Freedoms' in the second half of the century, aiming to build an understanding of Australia's Indigenous peoples and the international influences that shaped changes over this time. Finally, the third unit, enables an individually developed inquiry on the 'Globalising World'.

Units Studied

1. Australia at War: World War II
2. Rights and Freedoms (1945 - present)
3. The Globalising World

Key Skills

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750 – present.
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia.
- Analyse the long-term causes, short term triggers and the intended and unintended effects of significant events and developments.
- Evaluate the historical significance of an event, idea, individual or place.

Assessment

- Source Analysis.
- History Writing.
- Historical Inquiry.
- Examination.

Outcomes

By the end of Year 10 History, students refer to significant events, actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past and evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.

HISTORY: REBELS AND REVOLUTIONARIES

Conditional requirements: *Students who choose to study the full year History depth study will not be able to choose this elective. Those studying History for a semester as a core are eligible to select this subject.*

ELECTIVE **SEMESTER LONG**

Course Description

History: Rebels and Revolutionaries is a History Elective that offers the study of two central events: the American Revolution and the Civil War which covers the formation of the most powerful nation of our modern era. Students will examine the historical considerations of life in a new nation, investigating many contradictions to understand how it made an impact on America's founding ideals. The content and delivery provides opportunities to develop historical knowledge and understanding to engage students in historical inquiry, including historical questions, using sources as evidence, identifying continuity and change, analysing cause and consequence, considering historical perspectives and establishing historical significance.

In this elective, students will learn about the role that Imperialism and Nationalism play in the establishment of the United States of America. Furthermore, they will assess how the ideals of the American Revolution fared between the end of the War of Independence and the end of the Civil War. Students also engage in multiple historical perspectives, using evidence and debates to draw conclusions about the significant role the Revolution and Civil War played in shaping America.

Units Studied

1. The American Revolution
2. The American Civil War

Key Skills

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750 – present.
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia.
- Analyse the long-term causes, short term triggers and the intended and unintended effects of significant events and developments.
- Evaluate the historical significance of an event, idea, individual or place.

Assessment

- Historical Writing.
- Source Analysis.
- Historical Inquiry.
- Examination.

Outcomes

In this elective, students refer to the significant events, actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time in the establishment of the United States of America. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past and evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Pathways

Studying History can lead to many different career pathways including Historian, Teacher, Curator, Archivist, Academic researcher, Journalist, Author, Politician, Lawyer, Editor, Writer, Librarian, Political Analyst, Diplomat or Economist. Employability skills learnt in this course include communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, and use of technologies.

POLITICS AND LAW

HUMANITIES MAJOR STUDY OR **CORE** **SEMESTER LONG**

Course Description

This course is designed to familiarise students with the essentials of politics, law and modern citizenship. There are two units: Government and Democracy, and the Law. Through these units, students develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people can play in Australia's political and legal systems. This includes a study of the liberal democratic values that underpin Australia's political system. Students will also study the role of the United Nations in the global political arena particularly in response to the human rights violations and Australia's obligations as a member of the United Nations. At a local level, students will learn about Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. The aim of this course is to develop an understanding of the need for effective laws and legal processes and gain an insight into criminal and civil law.

Units Studied

1. Government and Democracy
2. The Law

Key Skills

- Develop knowledge of Australia's political systems and how it enables change.
- Compare Australia's system of government with another system of government in the Asia Pacific Region.
- Investigate features and principles of Australia's legal system.

Assessment

- Folio.
- Research Tasks.
- Topic Tests.
- Examination.

Outcomes

In Politics and Law, students evaluate features of Australia's political system, and analyse the influences on people's electoral choices. Students compare and evaluate the key features and values of systems of government and analyse Australia's global roles and responsibilities. Over the course of this subject, students learn the key principles of Australia's system of justice and analyse the role of Australia's court system to analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. In learning about a range of factors that sustain democratic societies, students learn to be compassionate to multiple perspectives and ambiguities, as well as learn how to be active and informed citizens in different contexts.

Pathways

Politics and Law will provide students with the knowledge and skills that prepare them for formal study at the tertiary level or in vocational education and training settings. Students may pursue occupations in corporate and private enterprises in fields such as journalism, law, research, education, and politics. The knowledge and skills learnt in Politics and Law are transferable and the skills are valuable in many industries.

POLITICS: BEHIND THE NEWS

Conditional requirements: *Students may not choose an elective that is in the same Humanities discipline area as their core Humanities option.*

ELECTIVE **SEMESTER LONG**

Course Description

This subject is designed both for students who wish to pursue an interest in Australian and/or Global Politics and for those students who wish to improve their general knowledge of the key issues facing the world and Australia today. There are two areas of study: the first covers the basics of democratic theory and practice and the distinct types of governments that exist in the world today and the role of the media in a democracy. The second is open to student choice: they will have the opportunity to investigate a current issue of their choice through an inquiry investigation. This subject focuses on current political issues and events, particularly those in an international context.

Units Studied

1. Government and Democracy
2. Current Political Issues and Events

Key Skills

- Develop knowledge of democracy and other political systems that exist.
- Investigate a current political issue.

Assessment

- Folio of Work.
- Assignments.
- Political Issue Inquiry.
- End of Semester Test.

Outcomes

In this elective, students evaluate features of different political systems. They will compare and evaluate the key features and values of systems of government and analyse Australia's global roles and responsibilities. Students will also research, investigate and evaluate a contemporary political issue or event.

Pathways

Politics: Behind the News will provide students with the knowledge and skills that prepare them for formal study at the tertiary level or in vocational education and training settings. Students may pursue occupations in corporate and private enterprises in fields such as journalism, law, research, education, and politics. The knowledge and skills learnt in this elective are transferable and the skills are valuable in many industries.

LANGUAGES

A Jesuit liberal arts education values Languages, it is of importance to articulate and communicate ideas and transmit culture. Our contemporary world demands a particular exposure and engagement in global settings. The Languages curriculum includes the study of culture, speaking, listening and viewing multi-modal texts. Through broadening students' capability of language by studying languages other than English, students will better understand linguistic constructs and features such as grammar, phonetics, morphology and phonology.

Year 9

Year 10

LANGUAGES

YEAR 5

Year 5 All students complete ONE YEAR of French, Italian OR Japanese

YEAR 6

Year-long ONE Language study - Choice of French, Italian OR Japanese

YEAR 7

Year-long COMPULSORY **TWO** Languages studied - 1 Semester of Latin 1 Semester, Modern Language Choice; French, Italian or Japanese

YEAR 8

Year-long COMPULSORY **ONE** Language study (OPTION FOR TWO) - Choose between French, Italian, Japanese or Latin

YEAR 9

Year-long COMPULSORY ONE Language study (OPTION FOR TWO or THREE) - Continue with the Language(s) previously studied in Y7/8, French, Italian, Japanese or and/or Latin (option to choose Classical Greek beginner level AS A SECOND OR THIRD LANGUAGE ONLY + option to choose Languages and Internationalism.

YEAR 10

Year-long OPTIONAL Language study – Foundation for VCE pathway

Continue with the Language(s) previously studied in Year 9, Classical Greek, French, Italian, Japanese and/or Latin.

VCE

Year-long OPTIONAL Language study - Continue learning the Language(s) previously studied, Classical Greek, French, Italian, Japanese and/or Latin.

Option to start Classical Studies in Year 11.

LANGUAGES (9 & 10 GUIDELINES)

Languages is a part of the Victorian Curriculum F-10, the breadth of languages available for study demonstrates our commitment to a diverse languages program that acknowledges new language learners, proficient speakers and students who wish to specialise through to VCE.

Years 9 & 10 Languages:

In recognition of the importance of an understanding of intercultural studies and language, all students at Year 9 take at least one Language (other than English). At Year 10 Languages are not compulsory, but If a student does choose a Language in Year 10, it must be noted that it is a year-long commitment.

- Classical Greek
- French
- Accelerated Italian (by consultation)
- Italian (mainstream class)
- Japanese
- Latin
- Languages and Internationalism

Our contemporary world demands a particular exposure and engagement in global settings. The Languages curriculum includes the study of culture, speaking, listening and viewing multi-modal texts. Through broadening students capability of language by studying languages other than English, students will better understand linguistic constructs and features such as grammar, phonetics, morphology and phonology.

Language and literacy is important for all learners. An option for Diverse Learners is the study of *Languages and Internationalism*, this pathway is through consultation and approval. The aim of this Languages and Internationalism is to create an understanding of how Languages contribute to defining personal and cultural identities. This being an essential component of international and personal relations, Languages are at the centre of our cultural and historical exploration of the global world we live in and thus central to our study.

For students new to Xavier College, who have not had the opportunity to study a language previously, will be offered the cultural pathway of studying Languages and Internationalism.

Should students new to the College who wish to pursue the study of Classical Greek, Latin, Japanese or French will first be assessed for suitability by the Languages faculty and through consultation with the Head of Languages pathway options will be discussed.

Studying Languages and the Arts are prioritised in a Jesuit school that values holistic learning and a broad experiential curriculum. There are no other conditions under which an exemption from the study of Languages will be granted.

Arts Exemptions for Languages Pathways

Through the Major Study every student selects two Arts electives in Year 9 and Year 10, an exemption to this may be granted under the following circumstances:

- An exemption from studying one Arts Major Study may be granted if you choose to study two languages.
- An exemption from studying both Arts Major Studies can be granted if you choose to study three languages.

CLASSICAL GREEK

Did you know that Ancient Greece was the site of the first Democracy?

Did you know that the Greco-Roman Empire is the very foundation of Western civilisation?

Socrates, Plato and Aristotle were amongst the first famous philosophers

Conditional requirements: *Classical Greek is a* ***year long*** *study that starts in Year 9 at a beginner level and can be chosen* ***ONLY as an additional language.*** *There is no prerequisite for studying Classical Greek.*

LANGUAGES MAJOR STUDY **OR** **ELECTIVE** **YEAR LONG**

Course Description

The Classical Greek course aims to produce graduates who are informed and independent readers of Classical Greek. The Year 9 course introduces students to the fundamentals of the language and assists them to develop skills of comprehension, composition, memorisation and analysis. Students also acquire an understanding of the cultural and historical background and there is a strong emphasis on etymology and traditional grammar with the aim of improving their command of English.

Units Studied

1. Greek mythology
2. Greek politics
3. Greek society
4. Vocabulary, accidence and syntax
5. Linguistic elements

Key Skills

- Analysis of texts and grammar.
- Composition and translation.
- Comprehension and translation of seen texts.
- Memorisation.
- Synthesis.

Assessment

- Grammar analysis formative and summative tasks.
- English to Greek translation formative and summative tasks.
- Comprehension of seen texts in summative tasks.
- Memory formative and summative tasks.
- Mid and end-of-year examinations.

Outcomes

Students will further their practice and development of strategies for identifying key ideas and information in written texts and their analysis of grammatical concepts to deepen their understanding of texts and grasp the importance of context in understanding and creating meaning.

FRENCH

How about corresponding via e-mails and videos with pen pals in France and New Caledonia!

Did you know that many sports stars speak French and other languages? Did you know that many English words are derived from French?

Conditional requirements: *French is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7 and 8.*

LANGUAGES MAJOR STUDY OR **ELECTIVE** **YEAR LONG**

Course Description

The Year 9 French course aims to provide a strong foundation for understanding and acquisition of the French language and a discovery and appreciation of French and Francophone culture worldwide.

Units Studied

1. Introductions and descriptions of self and others
2. School and social life
3. Leisure activities
4. Daily routine and home life in France and Australia
5. Future projects and holiday plans
6. Work, professions, casual jobs
7. Life in the city and the country
8. France and Francophone regions and countries
9. Cultural aspects -famous French figures, music, cinema, a touch of history

Key Skills

Students will:

- Read and respond in French and English to short passages written in French.
- Listen and respond in French and English to short dialogues spoken in French.
- Speak in French about topics seen.
- Present cultural projects in French using authentic digital resources.
- Write short texts in French: postcard, e-mail, blog.
- Use grammar patterns seen in sentence context.

Assessment

- Reading, Listening and Viewing Comprehension formative and summative tasks.
- Speaking formative and summative tasks (Role-plays and conversations).
- Grammar formative and summative tasks.
- Presentations on cultural aspects.
- Mid and End of year exam.

Outcomes

Students will practise and develop strategies for identifying key ideas and information in written, viewed and spoken texts and will analyse a variety of text-types and writing styles so as to grasp the importance of context in understanding and creating meaning. They will also develop an appreciation of time continuum in recognising and using grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating. They will explore cultural aspects in analysing and researching varied resources based on the five essential language skills.

Pathways

French is spoken by more than 300 million people worldwide and is represented in all continents. It is one of the official language of Diplomacy, the Olympic Games and many international organisations, such as UNO, NATO and EU. It is also a language of international commerce and sporting associations.

ITALIAN

Conditional requirements: *Italian is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7 and 8.*

LANGUAGES MAJOR STUDY OR **ELECTIVE** / **YEAR LONG**

Did you know that, in Melbourne, there is the largest Italian population outside of Italy?

The coffee here is so good, thanks to our immigration patterns over time!

Course Description

The Year 9 Italian course aims to provide a strong foundation for understanding and acquisition of the Italian language and a discovery and appreciation of Italian culture.

Units Studied

1. Introductions; Describing people
2. Keeping fit and healthy
3. Students' daily routine
4. Describing where you live
5. Shopping for food
6. Italian family routines
7. Free Time & Friendships
8. Travelling around Italy

Key Skills

Students will:

- Read and respond in Italian and English to short passages written in Italian.
- Listen and respond in Italian and English to short dialogues spoken in Italian.
- Speak in Italian about topics seen.
- Present cultural projects in Italian using authentic digital resources.
- Write short texts in Italian: postcard, e-mail, blog.
- Use grammar patterns seen in sentence context.

Assessment

- Writing formative and summative tasks.
- Reading, listening and viewing comprehension formative and summative tasks.
- Speaking formative and summative tasks (role-plays and conversations).
- Grammar formative and summative tasks.
- Presentations on cultural aspects.
- Examination.

Outcomes

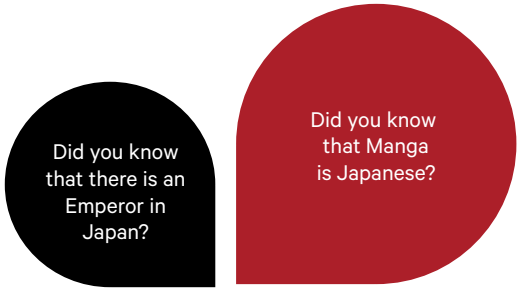
Students will practise and develop strategies for identifying key ideas and information in written, viewed and spoken texts and will analyse a variety of text-types and writing styles so as to grasp the importance of context in understanding and creating meaning. They will also develop an appreciation of time continuum in recognising and using grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating. They will explore cultural aspects in analysing and researching varied resources based on the five essential language skills.

Pathways

Learning a Modern Language opens many opportunities at University and in varied careers. It allows you to work for some International Organisations and is always an asset in any career, as we live in a multicultural world.

JAPANESE

Conditional requirements: *Japanese is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7 and 8.*



LANGUAGES MAJOR STUDY OR **ELECTIVE** **YEAR LONG**

Course Description

The Year 9 Japanese course aims to provide a strong foundation for understanding and acquisition of the Japanese language and a discovery and appreciation of Japanese culture.

Units Studied

1. Inviting
2. Using the telephone
3. Moving house
4. Describing people and things
5. Describing location
6. Asking and giving permission

Key Skills

Students will:

- Read and respond in Japanese and English to short passages written in Japanese.
- Listen and respond in Japanese and English to short dialogues spoken in Japanese.
- Speak in Japanese about topics seen.
- Present cultural projects in Japanese using authentic digital resources.
- Write short texts in Japanese -postcard, e-mail, blog.
- Use grammar patterns seen in sentence context.

Assessment

- Writing formative and summative tasks.
- Reading, listening and viewing comprehension formative and summative tasks.
- Speaking formative and summative tasks (role-plays and conversations).
- Grammar formative and summative tasks.
- Presentations on cultural aspects.
- Mid and End of year examination.

Outcomes

Students will practise and develop strategies for identifying key ideas and information in written, viewed and spoken texts and will analyse a variety of text-types and writing styles so as to grasp the importance of context in understanding and creating meaning. They will also develop an appreciation of time continuum in recognising and using grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating. They will explore cultural aspects in analysing and researching varied resources based on the five essential language skills.

Pathways

Learning a Modern Language opens many opportunities at University and in varied careers. It allows you to work for some International Organisations and is always an asset in any career, as we live in a multicultural world.

LANGUAGES AND INTERNATIONALISM

Conditional requirements: *This course is available for students who previously didn't study a language as they have participated in learning enhancement at Year 7 and Year 8 or because they are new to the College.*

Did you know that English takes words from many other languages, past and present?

Did you know that all languages were related sometime in the distant past, a little like a family tree?

LANGUAGES MAJOR STUDY BY APPLICATION

Course Description

The aim of this study is to create an understanding of the links between Languages and Internationalism and the ways in which they interrelate in our multicultural society and historically. The course also emphasises how languages contributes to defining personal and cultural identities. Being an essential component of international and personal relations, the study of languages is at the centre of our cultural and historical exploration of the global world we live in and thus central to the course.

Units Studied

1. Ideas across languages and cultures
2. Systems of language
3. Language variation and change
4. The role of language and culture

Key Skills

- Data collection and comparative analysis.
- Analysis of English grammar.
- Vocabulary building and etymology.
- Different uses of the English language.

Assessment

- Project-based-learning investigations with written and oral components.
- Formative work books related to topics studied.
- Written summative tasks on seen topics.
- Mid- and end-of-year examinations.

Outcomes

- Ideas across languages and cultures: explore the field of linguistics and how a linguist investigates languages like a science. There is a focus on how different languages are interrelated, on the history of English and how it became the language we use today. It includes the study etymology -the history and origin of words.
- Systems of Language: we explore at a deeper level how the English language functions. There is a focus on investigating the structure of English, both written and spoken - phonetics and parts of speech.
- Language variation and change: We learn about how languages vary in use and change over time and place. There is a focus on the topics of language creation, maintenance and disappearance, as well as pidgins and creoles.
- The Role of language and culture: students learn about the role of language and culture in the exchange of meaning. There is a focus on analysing the use of languages, including English, in different contexts, such as advertising and persuasive language.

LATIN

Conditional requirements: *Latin is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7 and 8.*

LANGUAGES MAJOR STUDY **OR** **ELECTIVE** **YEAR LONG**

Did you know that Rome was the first mega city of the Ancient world?

Did you know that many words in English but also many European languages have their origin in Latin words?

Did you know that the Gladiator's sweat was sold after the battles!!

Course Description

The Latin course aims to produce graduates who are informed and independent readers of Classical Latin. Students further develop their skills of comprehension, composition, memorisation and analysis, and increase their understanding of the cultural and historical background. There is also a strong emphasis on etymology and traditional grammar.

Units Studied

1. Roman religion
2. Roman society
3. Roman politics
4. Vocabulary, accidence and syntax
5. Linguistic elements

Key Skills

- Analysis of texts and grammar.
- Composition and translation.
- Comprehension and translation of seen and unseen texts.
- Memorisation.
- Synthesis.

Assessment

- Grammar analysis formative and summative tasks.
- English to Latin translation formative assessments.
- Comprehension of seen and unseen texts in summative assessments.
- Memory formative assessments.
- Examination.

Outcomes

Students will practise and develop strategies for identifying key ideas and information in written, viewed and spoken texts and will analyse a variety of text-types and writing styles so as to grasp the importance of context in understanding and creating meaning. They will also develop an appreciation of time continuum in recognising and using grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating. They will explore cultural aspects in analysing and researching varied resources based on the five essential language skills.

CLASSICAL GREEK

Conditional requirements: *Classical Greek is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Year 9.*

Did you know that the Greco-Roman Empire is the very foundation of Western civilisation?

Did you know that, written and spoken in the 5th Century BC, much of Classical Greek forms the basis of our own English language?

LANGUAGES MAJOR STUDY OR **ELECTIVE** **YEAR LONG**

Course Description

The Classical Greek course aims to produce graduates who are informed and independent readers of Classical Greek. Students will further develop their skills of comprehension, composition, memorisation and analysis, and increase their understanding of the cultural and historical background. There is also a strong emphasis on etymology and traditional grammar.

Units Studied

1. Greek mythology
2. Greek society
3. Greek politics
4. Greek warfare
5. Accidence and syntax
6. Linguistic elements

Key Skills

- Analysis of texts and grammar.
- Composition and translation.
- Comprehension and translation of seen texts.
- Memorisation.
- Synthesis.

Assessment

- Grammar analysis formative and summative tasks.
- English to Greek translation formative and summative tasks.
- Comprehension of seen texts in summative tasks.
- Memory formative and summative tasks.
- Mid- and end-of-year examinations.

Outcomes

Students will further their practice and development of strategies for identifying key ideas and information in written texts and their analysis of grammatical concepts to deepen their understanding of texts and grasp the importance of context in understanding and creating meaning.

FRENCH

Did you know that many English words are derived from French?

How about going on excursions to see a movie, explore an exhibition at the NGV, watch a theatre show so you can experience first hand a culture that has shaped fashion, gastronomy, literature and so much more? There are many advantages linked with the study of French, such as increased employability, travels, discovery of self and ATAR benefits

Conditional requirements: *French is an* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7, 8 and 9.*

LANGUAGES MAJOR STUDY **OR** **ELECTIVE** **YEAR LONG**

Course Description

The study of French in Year 10 allows students to pursue our Jesuit ethos of understanding and engaging with the world and other cultures. It is also a pathway to VCE French, which leads to consolidating and demonstrating practical use of the Language in increasingly authentic contexts.

The Year 10 French course aims to provide the continued understanding and acquisition of the French language and to amplify the discovery and appreciation of French and Francophone culture worldwide.

Units Studied

1. Travels in Francophonie
2. Leisure activities
3. Physical and mental health
4. Plans for the future –Education/Work
5. Environment
6. Cultural aspects

Key Skills

Students will:

- Read and respond in French and English to passages written in French.
- Listen and respond in French and English to dialogues spoken in French.
- Speak in French about topics seen.
- Present cultural projects in French using authentic digital resources.
- Write texts in French: e-mail, blog, article.
- Use grammar patterns seen in sentence contexts.

Assessment

- Writing formative and summative tasks.
- Reading, Listening and Viewing comprehension formative and summative tasks.
- Speaking formative and summative tasks (Role-plays and conversations).
- Grammar formative and summative tasks.
- Presentations on cultural aspects.
- Mid and End of year exam.

Outcomes

Students will further their practice and development of strategies for identifying key ideas and information in written, viewed and spoken texts and their analysis of a variety of text-types and writing styles so as to grasp and apply contextual settings in understanding and creating meaning.

They will also consolidate their grasp on time continuum in recognising and using increasingly complex grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating.

They will explore cultural aspects broadly and in-depth in analysing and researching varied resources based on the five essential language skills.

Pathways

French is spoken by more than 300 million people worldwide and is represented in all continents. It is one of the official language of Diplomacy, the Olympic Games and many international organisations, such as UNO, NATO and EU. It is also a language of international commerce and sporting associations.

ITALIAN

Did you know that Italian is the closest modern language to Latin?

Did you know that Italy has the most UNESCO Heritage sites in the world? There are many advantages linked with the study of Italian, such as increased potential for University admission and employability, travels, discovery of self and ATAR benefits.

Conditional requirements: *Italian is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7, 8 and 9.*

LANGUAGES MAJOR STUDY OR **ELECTIVE** **YEAR LONG**

Course Description

Italian in Year 10 allows to pursue our Jesuit ethos of understanding and engaging with the world and other cultures. It is also the door to VCE Italian, which leads to consolidating and demonstrating practical use of the Language in increasingly authentic contexts.

The Year 10 Italian course aims to provide the continued understanding and acquisition of the Italian language and to amplify the discovery and appreciation of Italian culture.

Units Studied

1. Leisure activities (present, past and future)
2. Talking about travel and holidays (present, past and future)
3. The world of studies and work (future plans)
4. Immigration in Australia and Italy (past and present)
5. The environment

Key Skills

Students will:

- Read and respond in Italian and English to passages written in Italian.
- Listen and respond in Italian and English to dialogues spoken in Italian.
- Speak in Italian about topics seen.
- Present cultural projects in Italian using authentic digital resources.
- Write texts in Italian: e-mail, blog, article.
- Use grammar patterns seen in sentence contexts.

Assessment

- Writing formative and summative tasks.
- Reading, Listening and Viewing comprehension formative and summative tasks.
- Speaking formative and summative tasks (Role-plays and conversations).
- Grammar formative and summative tasks.
- Presentations on cultural aspects.
- Mid and End of year exam.

Outcomes

Students will further their practice and development of strategies for identifying key ideas and information in written, viewed and spoken texts and their analysis of a variety of text-types and writing styles so as to grasp and apply contextual settings in understanding and creating meaning.

They will also consolidate their grasp on time continuum in recognising and using increasingly complex grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating.

They will explore cultural aspects broadly and in-depth in analysing and researching varied resources based on the five essential language skills.

JAPANESE

Conditional requirements: *Japanese is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7, 8 and 9.*

LANGUAGES MAJOR STUDY **OR** **ELECTIVE** **YEAR LONG**

Did you know that in Japan it is acceptable to sleep on the job because it is a sign of exhaustion and therefore hard work?

Did you know that in many Japanese books the story starts in the last page and finishes in page 1?

Did you know that Japan has more than 50.000 people who are over 100 years old?

Course Description

Japanese in Year 10 allows to pursue our Jesuit ethos of understanding and engaging with the world and other cultures. It is also the door to VCE Japanese, which leads to consolidating and demonstrating practical use of the Language in increasingly authentic contexts. The Year 10 Japanese course aims to provide the continued understanding and acquisition of the Japanese language and to amplify the discovery and appreciation of Japanese ancient and modern culture.

Units Studied

1. Home
2. Local community
3. Family structures
4. Asking and giving directions
5. Seasons
6. Shopping
7. Customs and festivals in Japan and Australia
8. Food and restaurants

Key Skills

Students will:

- Read and respond in Japanese and English to passages written in Japanese.
- Listen and respond in Japanese and English to dialogues spoken in Japanese.
- Speak in Japanese about topics seen.
- Present cultural projects in Japanese using authentic digital resources.
- Write texts in English: e-mail, blog, article.
- Use grammar patterns seen in sentence contexts.

Assessment

- Writing formative and summative tasks.
- Reading, Listening and Viewing comprehension formative and summative tasks.
- Speaking formative and summative tasks (Role-plays and conversations).
- Grammar formative and summative tasks.
- Presentations on cultural aspects.
- Mid and End of year exam.

Outcomes

Students will further their practice and development of strategies for identifying key ideas and information in written, viewed and spoken texts and their analysis of a variety of text-types and writing styles so as to grasp and apply contextual settings in understanding and creating meaning.

They will also consolidate their grasp on time continuum in recognising and using increasingly complex grammar patterns that they will apply in writing and speaking to express ideas. In doing so, they will experience the impact of grammar accuracy in communicating.

They will explore cultural aspects broadly and in-depth in analysing and researching varied resources based on the five essential language skills.

LATIN

Conditional requirements: *Latin is a* ***year long*** *study that builds upon skills, knowledge and understanding acquired in Years 7, 8 and 9.*

LANGUAGES MAJOR STUDY **OR** **ELECTIVE** **YEAR LONG**

Did you know that more than 80% of English words used in scientific and technical contexts come from Latin or Greek?

Did you know that the Romans have very advanced military tactics?

Course Description

The Latin course aims to produce graduates who are informed and independent readers of Classical Latin. Students will further develop their skills of comprehension, composition, memorisation and analysis, and increase their understanding of the cultural and historical background. There is also a strong emphasis on etymology and traditional grammar.

Units Studied

1. Roman religion
2. Roman society
3. Roman politics
4. Roman poetry
5. Roman warfare
6. Accidence and syntax
7. Linguistic elements

Key Skills

- Analysis of texts and grammar.
- Composition and translation.
- Comprehension and translation of seen texts.
- Memorisation.
- Synthesis.

Assessment

- Grammar analysis formative and summative tasks.
- English to Latin translation formative and summative tasks.
- Comprehension of seen texts in summative tasks.
- Memory formative and summative tasks.
- Mid- and end-of-year examinations.

Outcomes

Students will further their practice and development of strategies for identifying key ideas and information in written texts and their analysis of grammatical concepts to deepen their understanding of both poetry and prose texts and grasp the importance of context in understanding and creating meaning.

MATHEMATICS

At Year 9&10, students can engage with Mathematics at a level that suits their learning needs.

In Mathematics at Year 9&10, students are growing and developing their understanding, fluency, problem-solving and reasoning skills:

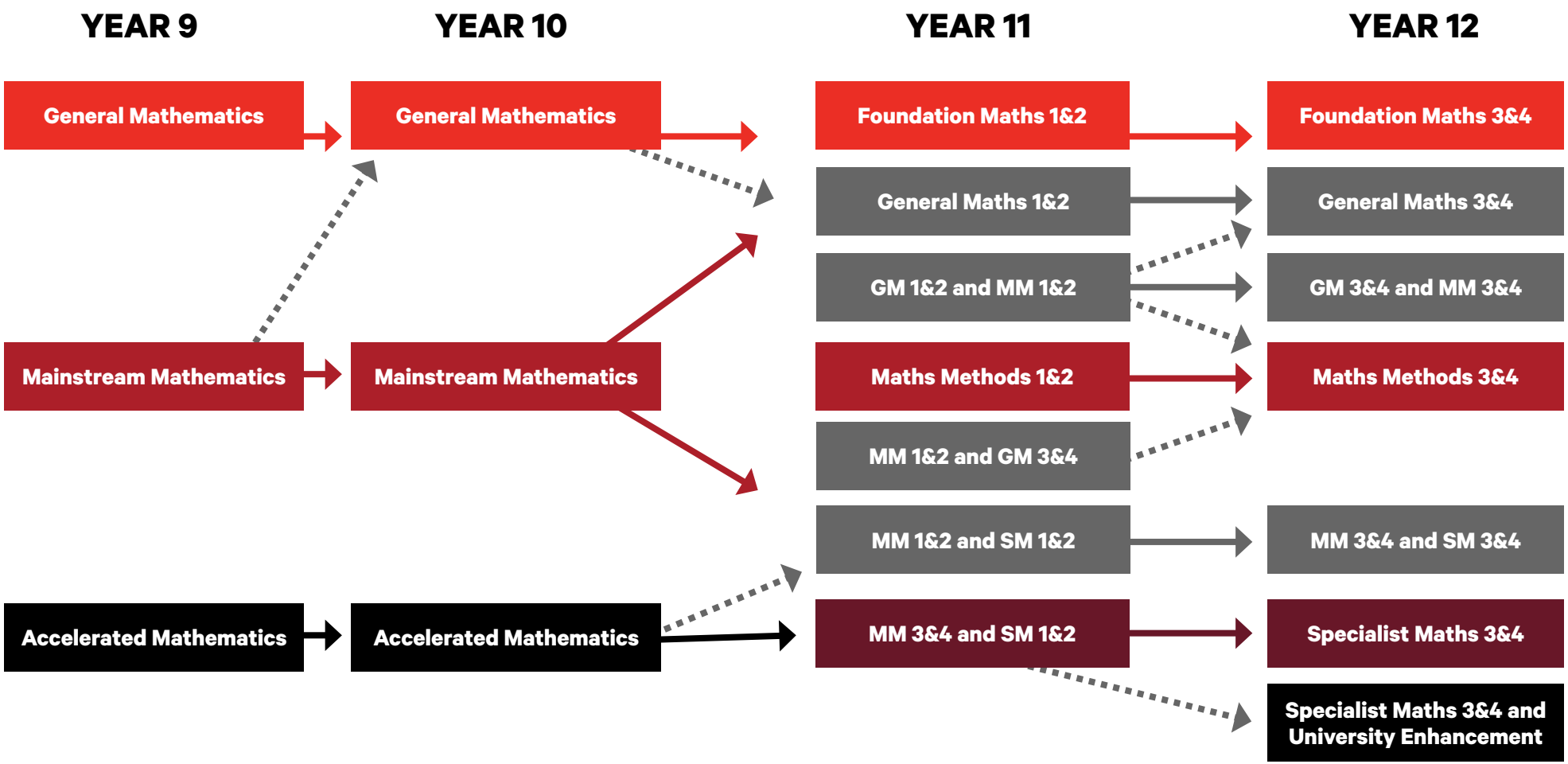
- understanding they find unknowns, make connections between concepts, compare, simplify, estimate and explain
- fluency includes factorising, expanding, solving and expressing numbers in varied ways using scientific notation
- problem-solving includes calculating, finding, applying, investigating, modelling and graphing
- reasoning includes formulating proofs, interpreting, evaluating, comparing and following mathematical arguments.

Year 9

Year 10

Pathways

MATHEMATICS PATHWAYS



GENERAL MATHEMATICS

General Mathematics is suited to students who need a different pace, reduced courseload and additional support in Mathematics.

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

The General Mathematics course is deigned to keep students engaged in Mathematics. The course follows the same course structure as Mainstream, with a different pace and at times, less depth. Students who do General Year 9&10, typically select General or Foundation in VCE.

Units Studied

1. Reviewing Number
2. Algebra (Linear)
3. Pythagoras' Theorem and Trigonometry
4. Linear Relations
5. Measurement
6. Geometry
7. Indices
8. Probability and Statistics
9. Algebraic Techniques
10. Parabolas

Assessment

- Assignments
- Topic tests
- Mathematical investigation
- Quizzes
- Completion of tasks
- Examination

Key Skills

- Investigate reports of studies in digital media and elsewhere for information on their planning and implementation.
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets. Investigate the effect of individual data values including outliers, on the standard deviation.
- Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids.
- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids.
- Define rational and irrational numbers and perform operations with surds and fractional indices.
- Use the definition of a logarithm to establish and apply the laws of logarithms and investigate logarithmic scales in measurement.
- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems.
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations.
- Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation.
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts.
- Use function notation to describe the relationship between dependent and independent variables in modelling contexts.

Outcomes

- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate.
- Extend and apply the index laws to variables, using positive integer indices and the zero index.
- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Solve problems involving simple interest.
- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies.
- Apply index laws to numerical expressions with integer indices.
- Calculate the areas of composite shapes.
- Calculate the surface area and volume of cylinders and solve related problems.
- Solve problems involving the surface area and volume of right prisms.
- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles.
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.
- Apply trigonometry to solve right-angled triangle problems.
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events.
- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians.
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources.
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'.
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread.
- Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range.

MAINSTREAM MATHEMATICS

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

The Mainstream Mathematics course aims to fulfil the Victorian Curriculum (VC) learning outcomes at Level 9. All students doing the mainstream course follow the same curriculum. The course has VCE opportunity, it is designed to take all students to the point where they can make an informed choice regarding their study of Mathematics at Years 11 and 12.

Units Studied

1. Reviewing Number
2. Algebra (Linear)
3. Pythagoras' Theorem and Trigonometry
4. Linear Relations
5. Measurement
6. Geometry
7. Indices
8. Probability and Statistics
9. Algebraic Techniques
10. Parabolas

Assessment

- Assignments
- Topic tests
- Mathematical investigation
- Quizzes
- Completion of tasks
- Examination

Key Skills

- Reviewing Number & Indices: apply index laws to numerical expressions with integer indices.
- Algebra (Linear): find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Parabolas: sketching graphs of parabolas, and circles, applying translations, reflections and stretches to parabolas and circles.
- Algebraic Techniques: algebraic expressions, including binomials, and collect like terms where appropriate.
- Pythagoras' Theorem and Trigonometry: application and solving simple problems involving right angled triangles. Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. Apply trigonometry to solve right-angled triangle problems.
- Geometry: calculate the area and surface area and volume of cylinders and solve related problems, solve problems involving the surface area and volume of right prisms.
- Probability and Statistics: list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events. Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'. Compare data displays using mean, median and range to describe and interpret numerical data sets.

Outcomes

- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate.
- Extend and apply the index laws to variables, using positive integer indices and the zero index.
- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Solve problems involving simple interest.
- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies.
- Apply index laws to numerical expressions with integer indices.
- Calculate the areas of composite shapes.
- Calculate the surface area and volume of cylinders and solve related problems.
- Solve problems involving the surface area and volume of right prisms.
- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles.
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.
- Apply trigonometry to solve right-angled triangle problems.
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events.
- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians.
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'.
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread.
- Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range.

ACCELERATED MATHEMATICS

Conditional requirements: *This course is invitational and for students with exceptional results in Year 8 enrichment Mathematics, or equivalent evidence of completion of an accelerated program at another school.*

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

The Accelerated Maths Program is offered to students who demonstrate an advanced and sophisticated understanding of the dimensions of Mathematics at Year 8 and possess an enthusiastic and diligent approach to their work. **Students do a combination of Year 9 and 10 Mathematics in Year 9 which prepares them to study the Year 10 Accelerated Mathematics**. A future pathway option for students in Accelerated Mathematics is to complete two Maths subjects in Year 11 and, complete Specialist Maths in Year 12.

Units Studied

1. Algebraic Techniques
2. Indices and Surds
3. Probability
4. Linear Relations and Simultaneous Equations
5. Measurement
6. Statistics
7. Geometry
8. Circular Functions
9. Quadratic Equations
10. Parabolas
11. Logarithms and Polynomials

Assessment

- Assignments
- Topic tests
- Mathematical investigation
- Quizzes
- Completion of tasks
- Examination

Key Skills

- Reviewing Number & Indices: apply index laws to numerical expressions with integer indices.
- Algebra (Linear): find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Parabolas: sketching graphs of parabolas, and circles, applying translations, reflections and stretches to parabolas and circles.
- Algebraic Techniques: algebraic expressions, including binomials, and collect like terms where appropriate.
- Pythagoras' Theorem and Trigonometry: application and solving simple problems involving right angled triangles. Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. Apply trigonometry to solve right-angled triangle problems.
- Geometry: calculate the area and surface area and volume of cylinders and solve related problems, solve problems involving the surface area and volume of right prisms.
- Probability and Statistics: list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events. Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'. Compare data displays using mean, median and range to describe and interpret numerical data sets.

Outcomes

- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate.
- Extend and apply the index laws to variables, using positive integer indices and the zero index.
- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Solve problems involving simple interest.
- Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies.
- Apply index laws to numerical expressions with integer indices.
- Calculate the areas of composite shapes.
- Calculate the surface area and volume of cylinders and solve related problems.
- Solve problems involving the surface area and volume of right prisms.
- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles.
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.
- Apply trigonometry to solve right-angled triangle problems.
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events.
- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians.
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources.
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'.
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread.
- Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range.

GENERAL MATHEMATICS

Conditional requirements: *General Mathematics is suited to students who need a different pace, reduced courseload and additional support in Mathematics.*

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

The General Mathematics course is designed for students who have identified learning challenges in Mathematics or who have completed General Mathematics in Year 9. Students who are in the Foundation class typically select Foundation or General Mathematics in VCE.

Units Studied

1. Measurement
2. Linear equations
3. Geometry
4. Linear graphs
5. Trigonometry
6. Financial maths
7. Statistics
8. Probability

Key Skills

- Calculate the areas of composite shapes.
- Calculate the surface area and volume of cylinders and solve related problems.
- Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations.
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression.
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays and assign probabilities to outcomes and determine probabilities for events.
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources.
- Solve problems involving simple interest.

Assessment

- Assignments.
- Topic tests.
- Mathematical investigation.
- Quizzes.
- Completion of tasks.
- Examination.

Outcomes

Students will:

- Apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations -solve problems involving simple interest.
- Use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology.
- Sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.
- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology.
- Relate three-dimensional objects to two-dimensional representations.
- Explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.
- Compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types.
- Construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology.
- Identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data.
- Calculate relative frequencies to estimate probabilities - list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

MAINSTREAM MATHEMATICS

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

The Mainstream course aims to fulfil the Victorian Curriculum (VC) learning outcomes at Levels 10 & 10A. All students doing the mainstream course follow the same unit structure in Semester One. The course attempts to take all students to the point where they can make a realistic choice regarding their study of Mathematics at Years 11 and 12. In Semester Two, students make an informed choice to undertake either Pre-Methods or Pre-General.

Units Studied

1. Semester One: Linear algebra - Geometry and measurement - Graphs of linear functions and simultaneous equations - Quadratic algebra
2. Semester Two Pre-Methods: Trigonometric functions - Quadratic equations - Probability - Parabolas
3. Semester Two Pre-General: Trigonometry - matrices - Networks - Financial mathematics - Statistics

Key Skills

- Factorise algebraic expressions by taking out a common algebraic factor.
- Simplify algebraic products and quotients using index laws.
- Apply the four operations to simple algebraic fractions with numerical denominators.
- Expand binomial products and factorise monic quadratic expressions using a variety of strategies.
- Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term.
- Solve linear equations involving simple algebraic fractions.
- Solve simple quadratic equations using a range of strategies.
- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence.
- Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies.

Assessment

- Assignments.
- Topic tests.
- Mathematical investigation.
- Quizzes.
- Completion of tasks.
- Examination.

Outcomes

Students will:

- Recognise the connection between simple and compound interest.
- Solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology.
- Substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology.
- Represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.
- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes.
- Use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions.
- Compare univariate data sets by referring to summary statistics and the shape of their displays.
- Describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables.
- Evaluate the use of statistics in the media - list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.

ACCELERATED MATHEMATICS

Conditional requirements: *this course is available to students who have successfully completed Year 9 Accelerated Mathematics.*

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

The Accelerated Maths Program continues for students who have successfully completed the Year 9 Accelerated Program. Students do the equivalent of Mathematical Methods Units 1 & 2 with the intention of preparing these students to do Mathematical Methods Units 3 & 4 in Year 11.

Units Studied

1. Linear Functions and Coordinate Geometry
2. Quadratic Functions
3. Relations and Functions
4. Polynomial Functions
5. Circular Functions
6. Exponential and Logarithmic Functions
7. Differential Calculus
8. Integral Calculus
9. Probability

Key Skills

- Determine by hand the length of a line segment and the coordinates of its midpoint, the equation of a straight line given two points or one point and gradient, and the gradient and equation of lines parallel and perpendicular to a given line through some other point.
- Expand and factorise linear and simple quadratic expressions with integer coefficients by hand.
- draw graphs of polynomial functions of low degree, simple power functions and simple relations that are not functions.
- Use appropriate domain and range specifications to illustrate key features of graphs of functions and relations.
- Draw graphs of circular, exponential and simple logarithmic functions over a given domain and identify and discuss key features and properties of these graphs.
- Find by hand the derivative function and an anti-derivative function for a simple power function, or a polynomial function of low degree.
- Select an appropriate functionality of technology in a variety of mathematical contexts and provide a rationale for these selections.

Assessment

- Assignments.
- Topic tests.
- Mathematical investigation.
- Quizzes.
- Completion of tasks.
- Examination.

Outcomes

Students will:

- Cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry.
- Cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.
- Learn about introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.

MUSIC

Studying Music enables students to develop their creative and expressive selves, whilst developing their confidence and performance skills.

There are two streams of Music electives: Music Performance and Music Industry. Music Performance develops student's broader musicianship, which complements their learning on an instrument. Music Industry develops student's skills in using music technology to produce, compose, record and perform music.

Year 9

Year 10

MUSIC INDUSTRY: LOOPS & LIVE SOUND

ARTS MAJOR STUDY OR **ELECTIVE** / **SEMESTER LONG**

Course Description

This elective focuses on the use of the computer technologies as a performance instrument with techniques such as finger drumming, live looping and lighting effects. This is enabled through the use of Launchpads and MIDI controller keyboards. The students will also learn how to set up and operate professional sound equipment to amplify their performance.

Units Studied

1. Live looping performance
2. Finger drumming
3. Launchpad light shows
4. Live sound

Key Skills

- Arrange and perform Live Looping performances.
- Plan, perform and record Finger Drumming performances.
- Devise and program Launchpad Light Shows.
- Set Up and Operate Live Sound Equipment.

Assessment

- Song creation and performance.
- Finger drumming performance.
- Launchpad light show creation.
- Live Looping Performance.
- Examination.

Outcomes

Students study live looping performances to inform their own performances. They plan, practise, perform and record finger drumming performances where they use Launchpads to trigger sounds on the computer. They also add colour to their performances by incorporating Launchpad light effects and light shows to their performances. In this course, students also learn how to set up and operate live sound equipment to amplify their performances for an intended audience.

Pathways

Music Producer, Music Artist, Live Sound Mixer, Recording Studio Technician, Radio or Television Jingle Creator, Video Post Production.

MUSIC INDUSTRY: SONG WRITING & DJ PERFORMANCE

ARTS MAJOR STUDY OR **ELECTIVE** / **SEMESTER LONG**

Course Description

This elective focuses on developing the basic DJing and song writing techniques and concepts used by professional DJs and the modern Music Producer. These can be used to perform basic DJ sets and interesting professional sounding songs to share online.

Units Studied

1. Song writing
2. Digital Dj-ing
3. Live sound

Key Skills

- Composing the music, writing the lyrics and recording a Hip Hop song.
- Planning and performing a short digital DJ set.
- Setting up and operating a Live Sound System for a DJ performance.

Assessment

- Song Writing Template project.
- Hip Hop Song recording.
- DJ set performance.
- Demonstration of the set up and operation of a DJing live sound system.
- Examination.

Outcomes

Students develop a songwriting template that is then used to compose the music for a Hip Hop song. They also write Hip Hop style lyrics to be recorded over their own compositions. In preparation for this, students aurally analyse Hip Hop songs. Students learn basic Digital DJing transitions to smoothly move between songs and use them to plan and perform a short DJ set. Students also learn to set up and operate a DJing live sound system that incorporates PA speakers and a microphone for announcements.

Pathways

Digital DJ, Music Producer, Live Sound mixer, Composer, Music Artist.

MUSIC PERFORMANCE & COMPOSITION TECHNIQUES

A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject.

In conjunction with studying this elective, it is expected that students are learning an instrument. Students can choose to do Music Performance & Composition Techniques in addition to Music Performance & Improvisation Techniques (or do either course in isolation)

Note: A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject, see Instrumental program information at the start of the curriculum guide.

ARTS MAJOR STUDY **OR** **ELECTIVE** **SEMESTER LONG**

Course Description

This elective focuses on performance skills, theoretical concepts and aural skills. Students compose music, focusing on chordal, passing and auxiliary tones. Students also create a group composition/performance that explores music's ability to create mood through the elements of pitch, rhythm, tempo, dynamics and tone colour.

Units Studied

1. Solo Performance
2. Element of Music
3. Piano Styles
4. Composition Techniques
5. Music Theory

Key Skills

- Prepare and perform Solo Performances.
- Prepare and perform Group Performances.
- Create Compositions using Notational Software.
- Identify and Transcribe Rhythms, Chord and Intervals.
- Demonstrate an understanding of Music Theory.
- Analyse how the tone colour, dynamics and melody create mood or style.

Assessment

- Topic Test: Elements of Music.
- Group Composition: Shark Attack.
- Topic Test: Piano Styles.
- Composition: Rhythm Duet.
- Composition: Melody Writing.
- Performance: Solo Performance.
- Examination: Aural, Theory and Composition.

Outcomes

Students prepare solo and group pieces of music for in class performances. Use MuseScore notational software to create compositions in varied styles using a range of compositional techniques. They learn to notate and aurally transcribe rhythms, melodies and chords. Students listen to previously unheard music and analyse how the elements of music are used to create mood.

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer and Song Writer.

This course runs only in Semester 1.

MUSIC PERFORMANCE & IMPROVISATION TECHNIQUES

A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject.

In conjunction with studying this elective, it is expected that students are learning an instrument.

Students can choose to do Music Performance & Improvisation Techniques in addition to Music Performance & Composition techniques (or do either course in isolation)

Note: A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject, see Instrumental program information at the start of the curriculum guide.

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

Students will learn improvisation techniques in addition to preparing regular repertoire for performance. Students will expand their analysis skills to include a study of articulation, and its impact on mood. Theory covered in Music Performance & Composition Techniques will be reinforced and expanded.

Units Studied

1. "Magic Minute" Performances
2. Topic Test: Jazz Styles
3. Group Composition: 12 bar Blues Quartet
4. Composition: Blues Scale Composition
5. Analysis: Cover Comparison
6. Examination: Aural, Theory and Analysis

Key Skills

- Prepare and perform Solo Performances.
- Prepare and perform Group Performances.
- Create Compositions using Notational Software Identify and Transcribe Rhythms, Chord and Intervals.
- Demonstrate an understanding of basic Music Theory.
- Analyse how the tone colour, dynamics and articulation create mood.

Assessment

- Performance: Perform works covered in instrumental lessons (solo).
- Performance: Cover of a popular song (Group Performance).
- Topic Test: Jazz Styles.
- Group Composition: Blues Quartet.
- Examination: Aural, Theory and Analysis including cadences and Dom 7 chords.

Outcomes

Students prepare solo and group pieces of music for in class performances. Use MuseScore notational software to create compositions in varied styles using a range of compositional techniques. Students learn to notate and aurally transcribe rhythms, melodies and chords. Students will listen to previously unheard music and analyse how the elements of music are used to create mood.

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer and Song Writer.

This course runs only in Semester 2.

MUSIC INDUSTRY: POP SONGS & REMIXES

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

If you are interested in learning more about how to create music on a computer, this subject is for you.
If you want to learn more about how to record instruments at home, this subject is for you.

Course Description

In the Music Industry today, music is created and/or recorded using computers and music technology. The industry has seen the rise of the DJs and Music Producers as the most popular artists. In this elective, students develop skills using industry standard recording and music production technology to create pop songs & remixes.

Units Studied

1. Pop songs
2. Remixes
3. Home studio recording techniques

Key Skills

- Compose and record a Pop Song.
- Remix a Song.
- Record and mix common pop song based instruments.

Assessment

- Project: Create a Remix.
- Practical Task: Recording Project.
- Project: Compose a Pop Song.
- Theory and Practical Examination.

Outcomes

Students explore the sociocultural influences on Pop Songs and Remixes and analyse how these styles of music are created. They then compose, record, arrange and/or mix their own Pop Song and Remix. Students learn about recording techniques using basic microphones and audio interfaces commonly found in a home recording studio to create high quality recordings.

Pathways

Study VET Music Sound Production in Year 11 and 12 in the recording studio here at Xavier.

Jobs in the music industry include: Music Producer, Music Artist, Live Sound Mixer, Recording Studio Technician, Radio Producer, Creator of audio for the Film Industry, Video Post Production, YouTuber, Podcast Producer.

MUSIC INDUSTRY: RECORDING & DIGITAL DJING

Practical based learning with lots of hands-on tasks and practical assessments. Kick start your music career now!

Study VET Music Sound Production in here at Xavier in year 11 and 12, it gives you a nationally recognised qualification and can contribute to your ATAR!

ARTS MAJOR STUDY OR **ELECTIVE** **SEMESTER LONG**

Course Description

In the music industry today, many of the songs we listen to have been produced using computers and technology. The industry has seen the rise of the DJs and music producers as the most popular artists.

Students look at common methods to record vocals, guitar, bass and drums using a variety of microphones types and recording techniques.

In the Digital DJing unit, students will further develop their knowledge of song transitions using a Digital DJ controller hardware and the Traktor Pro software.

If you are interested in learning more about how to create music on a computer, or if you want to learn more about how to record instruments at home, this subject is for you!

Units Studied

1. Digital DJ techniques
2. Digital audio workstation techniques
3. Recording techniques

Key Skills

- Make short recordings of drums, bass and guitar.
- Create Loops from recorded sounds.
- Compose a new piece of music.
- Learn more advanced techniques to use in a DJ performance.
- Plan, prepare and perform a short DJ set.
- Understand and use the equipment used in a home studio recording set up.

Assessment

- Perform a DJ transition using the Harmonic Key Centre method.
- Perform a short DJ set.
- Recording Drums practical assessment.
- Recording Bass practical assessment.
- Project: Create an 8 bar Q and A drum pattern.
- Project: Create a song using recorded loops.

Outcomes

Students gain an understanding of a variety of microphone types and recording techniques. They learn about and use equipment that is commonly used in a home recording studio, such as microphones, sound cards and audio accessories. Students make short recordings of drums, bass and guitar instruments in ProTools and then learn how to edit these recordings into loops. Using the loops created in class, they compose a piece of music. In the Digital DJing units, Students learn how to transition between songs using Harmonic Key centre techniques and advanced DJ transitions. They plan, prepare and perform a short DJ set demonstrating the skills learned in class.

Pathways

Study VET Music Sound Production in Year 11 and 12 here at Xavier, it gives you a nationally recognised qualification and can contribute to your ATAR!

MUSIC PERFORMANCE & ARRANGING TECHNIQUES

It is recommended that students are learning a musical instrument.

Note: A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject, see Instrumental program information at the start of the curriculum guide.

Note: A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject.

ARTS MAJOR STUDY **OR** **ELECTIVE** **SEMESTER LONG**

Course Description

Students will learn how to turn a pre-existing piece into a piece for Orchestra. In addition to preparing solo repertoire for performance students will create their own compositions in small groups. Group work will focus on minimalism and the ability to create contrasting tone colours. Students will further develop analysis skills focussing on Film Music and other orchestral excerpts. Theory and aural skills covered in Year 9 will be reinforced, along with new topics including all diatonic chords 7th chords in the major key and recognition of chord progressions.

Units Studied

1. Minimalism
2. “Magic minute” performances
3. Orchestration
4. “Give ‘em Rhythm”
5. Tone colour composition
6. Aural comprehension and theory

Key Skills

Students prepare Solo and Group pieces of music for in class performances. Using MuseScore notational software they create compositions in varied styles using a range of compositional devices. Students will learn to notate and aurally transcribe rhythms, melodies and chords and listen to previously unheard music to analyse how the elements of music are used to create mood.

Assessment

- Performance: perform works covered in instrumental lessons (solo).
- Performance: minimalistic composition (Group Performance).
- Performance: extreme tone colour (Group Performance).
- Rhythm reading challenge.
- Analysis of orchestral music.
- Composition: orchestration.
- Examination: Aural, Theory and Analysis including Major 7th and minor 7th and diatonic chord progressions.

Outcomes

Prepare and perform Solo Performances. Prepare and perform Group Performances. Create Compositions using Notational Software. Identify and Transcribe Rhythms, Chord and Intervals Demonstrate an understanding of basic Music Theory. Analyse how the tone colour, dynamics, articulation and texture create mood.

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer and Song Writer.

MUSIC PERFORMANCE & SONG WRITING

Note: A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject.

It is essential that students are learning an instrument and is recommended that students have attained a standard of at least 4th Grade AMEB on their instrument. Students should be committed to a regular instrumental practice routine.

Note: A 30-minute private instrumental lesson with a specialist instrumental teacher is provided when a student is enrolled in this subject, see Instrumental program information at the start of the curriculum guide.

ARTS MAJOR STUDY **OR** **ELECTIVE** **SEMESTER LONG**

Course Description

In Music Performance & Song Writing, students will learn how apply notation to lyrics, they will use natural syllabic emphasis to inform their choice of rhythms and create idiomatic vocal lines.

Students will create and notate an original song composition, complete with lyrics, melody and accompaniment. In addition to preparing a solo repertoire for performance students will create their own compositions in small groups. Group work will focus on pop songs, texture and key changes. Theory and aural skills will be developed, encompassing high level syncopated rhythms and diatonic chord progressions based on the major and harmonic minor scale forms.

Units Studied

1. Rap style lyric notation
2. “Magic Minute” performances
3. Song writing assignment
4. Sonata form composition
5. Group performance with a range of textures
6. Aural comprehension and theory approaching VCE music standards

Key Skills

- Prepare and perform Solo Performances.
- Prepare and perform Group Performances.
- Create Compositions using Notational Software.
- Identify and Transcribe Rhythms, Chord and Intervals.
- Demonstrate an understanding of advanced Music Theory.
- Analyse how vocal techniques create mood.

Assessment

- Solo Performance: Perform works covered in instrumental lessons.
- Group Performance: Sonata Form Piece.
- Group Performance: Texture Odyssey.
- Topic Test: Texture recognition.
- Topic Test: Analysis of songs from Les Miserable.
- Composition: Sonata Form.
- Examination: aural, theory and analysis including highly syncopated rhythms and compound time.

Pathways

Musician, Composer, Music Producer, Music Teacher, Vocal Coach, Repetiteur, YouTuber, Instrument Repairer/Tuner, Acoustician, Arts Administration, Arts Business, Film Composer and Song Writer.

SCIENCE

The Science program at Xavier College aims to instil a sense of curiosity about the world and a desire to search for answers in a methodical and structured manner. Students continue to use the scientific method to collect data, test hypotheses, and draw evidence-based conclusions about natural phenomena that they experience, both in the classroom and in the field.

Students are asked to think critically, challenge previously held assumptions and theories, develop their scientific knowledge and understanding, and make informed decisions about local and global issues in the scientific community.

Assessment in the Science learning area allows students to demonstrate their learning in practical investigations, inquiry projects, and written assessments and offers a well-rounded approach accommodating a range of student learning styles.

Year 9

Year 10

ASTRONOMY

ELECTIVE | SEMESTER LONG

Course Description

Embark on an extraordinary journey through the cosmos with our Year 9 Astronomy Elective! Over a single semester, you'll delve into the history of astronomy, explore the solar system, and learn basic astronomical terminology. You'll plot stars on a celestial sphere, identify constellations, and understand Earth's movements. Grasp Newton's laws and the gravitational forces that govern planetary orbits through interactive simulations and problem-solving activities. Dive deep into the details of planets, moons, asteroids, and comets, and build models while observing the moon's phases. Study the life cycle of stars, types of galaxies, and take a virtual tour of the Milky Way. Discover the fascinating world of black holes, their formation, types, and the mysteries of event horizons through simulations and discussions. Investigate exoplanets, their detection methods, characteristics, and the quest for habitability by researching known exoplanets and simulating the transit method. Gain practical astronomy skills by using telescopes, star charts, and engaging in night sky observations. Explore the historical contributions of Jesuit astronomers and the modern role of the Vatican Observatory through research and presentations. Learn about exciting fields of such such as astrobiology, where you will study extremophiles and the conditions for life in the universe, and astrochemistry, focusing on chemical processes in space. Hands-on activities include simulating space chemistry and analyzing spectroscopic data. The course culminates in a comprehensive review, a final exam, and a project presentation, ensuring a thorough understanding of key astronomical concepts. Join us for an awe-inspiring exploration of the universe, where each week brings new discoveries and hands-on activities, transforming you into a young astronomer ready to explore the mysteries of space!

Explore the cosmos with Melbourne Planetarium's full-dome shows, Mount Burnett Observatory's night sky tours, astronomy nights at Xavier, and join the Australian Space Design Competition to design space habitats. These activities make astronomy exciting and accessible for all enthusiasts.

Units Studied

1. Spherical Astronomy;
2. Celestial Mechanics;
3. The Solar System;
4. Stars and Galaxies;
5. Black Holes;
6. Exoplanets; Practical Astronomy;
7. Jesuit links to astronomy and the Vatican Observatory;
8. Astrobiology and Astrochemistry;

Key skills

- Formulating questions that can be investigated with available resources.
- Developing ideas from investigations and experiences for further study.
- Refining research questions for specific data collection or problem-solving.
- Explaining the choice of variables to control, change, and measure in an investigation.
- Deciding the amount of data needed for reliable measurements.
- Using modeling and simulations, including digital technologies, to investigate situations.
- Using the internet for collaboration in projects and discussions.
- Using spreadsheets to present data in tables and graphs and perform mathematical analyses.
- Designing and constructing graphs to represent data and identify trends.
- Exploring relationships between variables using spreadsheets, databases, charts, and statistics.
- Describing data properties (e.g., mean, median, range) and their significance, acknowledging uncertainties.
- Discussing the concept of 'validity' and evaluating the validity of information in secondary sources.
- Judging the validity of science-related media reports and their public interpretation.
- Using scientific evidence to support or refute a conclusion or claim.
- Suggesting multiple explanations for presented data.
- Using secondary sources and personal findings to explain scientific concepts.
- Using various representations, including mathematical and symbolic forms, to communicate science ideas.
- Presenting results and ideas through experimental reports, oral and multimodal presentations, posters, and group discussions.

Outcomes

- Students develop ideas from investigations and experiences for further study in The Solar System with projects on a chosen planet or moon and in Exoplanets by researching and presenting a known exoplanet.;
- Students refine research questions for specific data collection or problem-solving in Spherical Astronomy by identifying constellations and their positions throughout the year, and in Black Holes with discussions on famous black holes;
- Students explain the choice of variables to control, change, and measure in an investigation in Celestial Mechanics through the calculation of gravitational forces between celestial bodies and in Astrobiology and Astrochemistry with experiments simulating conditions of space chemistry.;
- Students decide the amount of data needed for reliable measurements in The Solar System by observing the moon phases and plotting them and in Practical Astronomy through practical tests on using telescopes and identifying celestial objects.;
- Students use modeling and simulations, including digital technologies, to investigate situations in Celestial Mechanics with simulations of planetary orbits and in Black Holes with simulations of black hole formation.;
- Students design and construct graphs to represent data and identify trends in Stars and Galaxies by creating a Hertzsprung-Russell diagram and in Practical Astronomy by creating and using star charts to identify constellations.;
- Students use scientific evidence to support or refute a conclusion or claim in The Solar System with projects on a chosen planet or moon and in Astrobiology and Astrochemistry with group projects on extremophiles and their implications for life elsewhere.;
- Students present results and ideas through experimental reports, oral and multimodal presentations, posters, and group discussions in The Solar System with project presentations and reports on chosen planets or moons and in the final project presentations on a chosen topic in Practical Astronomy.

Assessment

- Telescope Observation Log
- Research Project on Recent Astronomical Discoveries
- Star Chart Creation and Presentation
- Black Hole Simulation Report
- Exoplanet Data Analysis Assignment
- Celestial Event Observation Journal
- Constellation Identification Test
- Historical Astronomy Essay
- Space Mission Simulation Presentation
- Group Project on the Lifecycle of Stars
- Examination

ENVIRONMENTAL SCIENCE

Students have an excursion to Melbourne Zoo and go behind the scenes to look at their waste management and sustainability practices.

ELECTIVE **SEMESTER LONG**

Course Description

Environmental science is the field of science that studies the interactions of the physical, chemical, and biological components of the environment and also the relationships and effects of these components with the organisms in the environment. The field of environmental science can be divided into three main goals, which are; to learn how the natural world works, to understand how we as humans interact with the environment, and to determine how we affect the environment. In Environmental Science, students will lean about how humans affect the environment and learn about ways to deal with these effects on the environment. A major component of this course involves students investigating the environmental impact of their life as a student at Xavier College and developing future management plans to respond to an identified issue.

Units Studied

1. Biogeochemical Cycles
2. Climate and Climate Change
3. Extended Investigation
4. Water Analysis

Key skills

- Research and analyse sustainability practices.
- Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types.
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

Assessment

- Research tasks.
- Case studies.
- Examination.

Outcomes

In Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere, and lithosphere. This elective explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical, and technological responses to these changes.

Students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks, and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries.

An understanding of the complexities and diversity of environmental science leads students to appreciate the interconnectedness of the content areas both within environmental science, and across environmental science and the other sciences. Students recognise that diverse practical implementation approaches can result from varied value systems and beliefs.

SCIENCE

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

In Year 9 Science, the curriculum focus is on explaining phenomena involving science and its applications. Students will consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They will learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. Over the course, they develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They will apply their understanding of energy and forces to global systems including continental movement. Students will explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements.

Units Studied

1. Geology: The Dynamic Earth
2. Chemistry: The Atom, Periodic Table and Radioactivity
3. Biology: Nervous, Endocrine and Immune Systems
4. Physics: Electricity and Electromagnetism
5. Chemistry: Reactions
6. Biology: Ecosystems

Assessment

- Topic Tests.
- Practical Investigations.
- Quizzes.
- Examination.

Key Skills

- Analyse theories.
- Explain scientific concepts.
- Conduct experiments.

Outcomes

In this course, students will analyse how models and scientific theories have developed over time, develop questions and hypotheses that can be investigated using a range of inquiry skills. They will independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students will explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

BIOLOGY

ELECTIVE **SEMESTER LONG**

Course Description

The Year 10 biology elective is for students who are interested in Biology, the study of living organisms. This subject includes microscope work, practical investigations, the use of models to demonstrate concepts and as many hands-on activities as possible. In Biology, students analyse theories, conduct experiments and explain scientific concepts. This subject can also peak interest in VCE Biology as it aligns with the VCE study.

Units Studied

1. Cell structure and function
2. Movement across the membrane
3. Enzymes, photosynthesis, and cellular respiration
4. DNA manipulation

Key skills

- Cell structure and function - We look at the organelles found in cells and focus on the differences between plant, animal and bacterial cells.
- Movement across the membrane - We study the structure of the cell membrane and use this to determine how different substances can enter and exit the cell.
- Enzymes, photosynthesis, and cellular respiration - We study the role of enzymes in the cell and then link that to two key chemical reactions inside cells: Cellular respiration and photosynthesis.
- DNA manipulation - This is an extension from the content covered in the year 10 science genetics course. We investigate a variety of techniques to manipulate DNA. And, we perform amplification of DNA samples and run samples on a gel as part of a DNA fingerprinting analysis.

Assessment

- Quizzes.
- Written procedures from practical activities.
- Tests.
- Examination.

Outcomes

- Content for this biology elective course is based on the VCE biology study design and includes an extension on the year 10 curriculum outcomes: the transmission of heritable characteristics from one generation to the next involves DNA and genes.
- Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables.
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

PSYCHOLOGY

ELECTIVE | SEMESTER LONG

Course Description

Psychology is the scientific study of the mind and human behaviour. Psychology aims to explain why humans and animals act/behave the way in which they do. It is a scientific study because it endeavours to prove the theories about behaviour by specific research done in the area. Psychology is a science. Psychologists study two critical relationships: one between brain function and behaviour, and one between the environment and behaviour. As scientists, psychologists carefully observe and analyse, to learn more about the world in which we live. Psychology is intended to stimulate interest by focusing on 'what psychologists do' within various specialist areas. The course also introduces students to the importance of research, equipping them with skills to question scientifically and undertake their own research.

Units Studied

1. Introduction to Psychology
2. The brain and the nervous system
3. Key science skills
4. Social influence and persuasion
5. Mind over body

Key skills

This course introduces students to the importance of research, equipping them with skills to question scientifically and undertake their own research. Contemporary psychological issues, discussions, reports, research and debates are accessible through the media or the internet. In particular, access to up-to-date information enables selection of topics for the student-directed research.

Assessment

- Quizzes.
- Tests.
- Write-ups from practical activities.
- Examination.

Outcomes

The course enables students to engage with contemporary science-related issues by building their capacities to explain phenomena scientifically, design and evaluate scientific investigations, and draw evidence-based conclusions. Students see how science works as a process by undertaking their own scientific investigations that involve generating, collecting and analysing data and exploring the nature of evidence.

SCIENCE

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

In the Year 10 science course, students analyse how future applications of science and technology may affect people's lives. Students analyse how biological systems function and respond to external changes with reference to links between individual components, energy transfers and flows of matter. They evaluate and explain the origin of the Universe and the diversity of life on Earth and explain the role of DNA and genes in cell division and genetic inheritance. Students will study geological timescales elaborating their explanations of both natural selection and evolution and further expand their chemical knowledge of the elements, compounds and atomic structures as represented by the Periodic Table. This includes students using atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. Students will explain natural radioactivity in terms of atoms and energy change and explain how factors influence the rate of reactions. Looking at the Earth students will analyse and explain global features and events in terms of geological processes and timescales and describe interactions and cycles within and between Earth's spheres. And students will learn to appreciate qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass, and force to predict and explain motion.

Units Studied

1. Physics: Kinematics and Dynamics
2. Biology: Genetics
3. Chemistry: Reactions II
4. Physics & Biology: The Big Bang and Evolution
5. Environmental: Global Systems

Assessment

- Topic Tests.
- Practical Investigations.
- Quizzes.
- Examination.

Key Skills

- Analyse theories.
- Explain scientific concepts.
- Conduct experiments.

Outcomes

In Year 10, the Science curriculum focus is on explaining phenomena involving science and its applications. Students will consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they will learn about the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. They will develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They will have the opportunity to apply their understanding of energy and forces to global systems including continental movement. Students will explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection and the Big Bang theory. Students will learn that motion and forces are related by applying physical laws and the relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

SCIENCE: EXTENSION

Conditional requirements: *The selection process for entry into the Year 10 Extension Science program is based on students' performance in unit tests and semester exams, further details of the process can be found in the "Year 10 Extension Science Entry" document on the subject selection page.*

It is a course taught at a faster pace, and concepts are explored in greater depth. This course is for keen Science students who are interested in continuing with VCE Science.

COMPULSORY SUBJECT | **CORE** | **YEAR LONG**

Course Description

In the year 10 extension science course, high-ability science students will undertake an accelerated curriculum where students are challenged to analyse and describe scientific relationships approaching VCE level.

Many topics covered are common to those found in the mainstream Year 10 science course but are more aligned to select Unit 1 and 2 Biology, Chemistry and Physics levels of skill and knowledge. A unique topic dedicated to Astronomy is also included whereby students will study the wonders of the Solar System and Universe.

Practical experiences will include error analysis and the development of sophisticated scientific literacy based on the scientific method. This will involve developing student independence and authentic research methods by removing instruction related to the steps of the writing process where students are moving towards mastery.

Overall, the extension science course provides a strong footing before moving into studies in the senior sciences.

Units Studied

1. Biology: Genetics
2. Physics: Kinematics
3. Chemistry: Reactions II
4. Physics: Astronomy
5. Physics: Dynamics
6. Biology: Evolution
7. Environmental: Global Systems

Assessment

- Topic Tests.
- Practical Investigations.
- Quizzes.
- Examination.

Key Skills

- Analyse theories.
- Explain scientific concepts.
- Conduct experiments.

Outcomes

In Year 10 Extension Science students will delve into a diverse range of scientific phenomena and their practical applications. Our focus will be on explaining the operation of systems at various scales, both classic and contemporary, in the context of science.

At a microscopic scale, they will learn about the atom as a system of protons, electrons, and neutrons, and understand how this system can change through nuclear decay. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment and investigate the interdependencies between biotic and abiotic components of ecosystems. They will develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts.

They will have the opportunity to apply their understanding of energy and forces to global systems including continental movement. Students will explore the biological, chemical, geological, and physical evidence for different theories, including the theories of natural selection and the Big Bang theory.

Students will learn that motion and forces are related by applying physical laws and the relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems. Using these laws and relationships students will interpret astronomical phenomena and determine the origin and evolution of the cosmos and explore our understanding of celestial objects – such as planets, stars, and galaxies.

TECHNOLOGIES & INNOVATION

The subjects offered in the Technologies and Innovation Learning Area belong to one of three course strands; Computer programming, Systems & Mechanical Engineering, and Product Design.

COMPUTER PROGRAMMING courses teach you how to speak the language of computers. You'll learn how to write instructions - code, using a range of languages to develop proficiency in syntax. Computing courses at Xavier aim to develop programming skills to build websites, apps and even games.

SYSTEMS & MECHANICAL ENGINEERING focuses on the planning, designing, and managing of complex systems. Systems engineering will equip you with the skills to break down large projects to analyse the requirements, and design solutions that meet those needs. You'll learn about different life cycles and methodologies for system development, along with how to test and integrate all the components for optimal performance. In essence, systems engineering is an interdisciplinary subject that teaches you to see the big picture and orchestrate complex systems into a well-functioning whole.

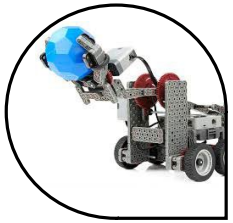
PRODUCT DESIGN focuses on creating user-friendly and visually appealing products. You'll learn about the design process, from understanding user needs to sketching and prototyping ideas. Many product design programs also incorporate computer-aided design (CAD) software, which allows you to create digital models to conceptualise your products and create prototypes using 3D printers. In short, product design combines creativity with technical manufacturing skills to craft functional and aesthetically beautiful products.

Year 9

Year 10

APPLIED COMPUTER SCIENCE - ROBOTICS

ELECTIVE **SEMESTER LONG**



The study of robotics is threefold; firstly, identifying the problem, secondly, using algorithmic thinking to devise a combined hardware and software solution, and finally, implementing the combined hardware and software solution.

Course Description

Students will investigate the role that robots play in the ever-changing world. They will research how robots impact our daily lives and the ethical implications of robots.

In this course, they will apply an algorithmic thinking process along with the double diamond design process to solve a range of simple tasks.

Students will explore some common programming languages, comparing the strengths and weaknesses, then make an informed decision as to the most appropriate language for the problem in front of them. This subject focus will require the students to use programming language/s and suitable robotic hardware to solve a problem. Students will use a variety of robotics products to test their coding efforts.

Problem solving will take a systems engineering approach, through the importance of continued evaluation and iteration, until the desired solution to the problem/need is achieved.

Throughout the course, students will become aware of how robotics are used in everyday society, from simple fixed machines to the more elaborate artificial intelligence-based machines.

Units Studied

1. Introduction to the world of robots
2. Programming language review
3. Problem solving and algorithmic thinking
4. Coding, testing, and evaluation

Key skills

Technical Skills:

- Design and construct a robot which combines an arrangement of mechanical components into an autonomous project as defined in a design brief.
- Understanding the fundamental concepts of basic programming logic and control flow.
- Use code to control systems to program a simple, coding application for robotic tasks.
- Practical and conceptual understanding of Robotics and coding.
- Recognise and understand elements of robotics use in fields such as medicine, medical technology, telecommunications, engineering, aeronautics and defence systems.
- Mechanical engineering principles like gears, levers, and forces will help students design and build effective robot structures.
- Basic knowledge of electronic hardware components like sensors and motors

Non-Technical Skills:

- Divergent and convergent thinking: to break down problems, brainstorm solutions, and test different approaches.
- Teamwork and Collaboration: Building and programming robots is often a team effort. Communication, cooperation, and the ability to share ideas are essential for success.
- Creativity and Innovation: Robotics is a field that thrives on fresh ideas. Nurturing creativity will help students design unique robots and solutions.
- Persistence and Resilience: Things don't always work perfectly in robotics. Developing a "never give up" attitude and the ability to learn from mistakes will be valuable assets.

Assessment

- Topic tests.
- Case Analysis.
- Practical Tasks.
- Portfolio.

Outcomes

By the end of this robotics unit, year 9 students will be empowered to:

- Students will learn coding with Python and other languages to control a robot.
- This will be followed by a series of challenge activities that will involve developing and implementing projects designed to develop a range of skills and to allow for success at many different levels.
- A number of the tasks are deliberately open ended to encourage creative design and problem solving.

DATA EXPLORATIONS

ELECTIVE **SEMESTER LONG**

Computing is everywhere . . . Computers connect your calls and drive your car, they film movies and record music, discover new medicines and design bridges, help businesses understand their operations and supports our government understand the problems people face though data. Studying computing gives you skills that will let you make a positive impact on many people's lives using digital technologies

Course Description

Computing is a part of everyday life, and we often take it for granted. In this subject you will delve deeper into the world of computing and explore aspects of technology that provide a greater depth of understanding allowing us to make better use the technology we encounter every day. We will look at computer networks and hardware and how these are used in the movement of data between our devices and the world, how data can be collected and analysed to generate meaning and influence, and how data can be formatted and displayed to the world in the form of web resources. You will learn about the hardware that controls and enables networks to function, and how data is manipulated as it moves across these networks using technologies like encryption and compression. You will work with Excel to manipulate data collected from sources and design and develop interesting visualizations of this data to tell a story about insights you have found in your analysis. You will also have the chance to create a website that presents your work to readers in an interesting and informative format, learning about and using technologies such as HTML, CSS and JavaScript.

Units Studied

1. Networks and hardware
2. Encryption and compression
3. Collection of data
4. Analysing data in Excel
5. Creating data visualizations
6. HTML and CSS for web pages
7. Learning and using JavaScript

Key skills

- Understand the different components used on LAN and WAN networks and be able to map out a network.
- Describe how Public/Private Key Encryption technology works and determine when its use would increase be beneficial for a system.
- Explain how compression algorithms work and how they can make a file smaller without losing any information.
- Practice collecting data and creating questions and methods of collecting data to achieve various outcomes.
- Use Excel to validate and manipulate data to prepare it for analysis.
- Create Charts and Visualizations that present raw data in informative ways.
- Use HTML and CSS to create web pages that allow for separation of content and presentation data.
- Implement JavaScript that will add dynamic capabilities to web pages and make for a more engaging and informative experience for users visiting a web page.

Assessment

- Creating accurate network maps.
- Use a private and public key pair to encrypt data.
- Creating surveys and other data collection tools to gather raw data for analysis.
- Portfolio of Excel tasks to validate, manipulate and analyse data.
- Data visualisations presentation.
- Portfolio of web pages made using HTML and CSS.
- Completed web page implementing HTML, CSS and JavaScript.

Outcomes

By the end of this robotics unit, year 9 students will be empowered to:

- Design and build functional robots using their understanding of mechanics and electronics.
- Develop basic programming skills to control robot movement and sensor data.
- Apply problem-solving strategies to troubleshoot challenges and refine their robotic creations.
- Collaborate effectively within a team environment to achieve common goals.
- Think creatively and explore innovative solutions to real-world problems.
- Gain a deeper appreciation for the potential of robotics and its various applications.

Pathways

Computing – Data Explorations introduces content and technologies that will be re-visited and extended in Year 11 Computing and can lead to a better understanding of working with data that will help students with other subjects like Science and Mathematics. In Year 10 students can undertake another unit of Computing – Algorithmic Adventures that focusses on learning and growing skills in the programming and computer science areas of computing.

MECHANICAL ENGINEERING AND DESIGN

ELECTIVE **SEMESTER LONG**

The cam, which is ubiquitous in modern mechanical equipment, was developed during the Hellenistic period (300 BC to 30 AD), the same time as water powered automata.

Course Description

Students will use the design process and critical thinking to respond to questions like: why are rollercoasters so much fun? And how can knowledge of science and mathematics concepts help to calculate how rollercoasters harness potential and kinetic energy to give us a thrill? How do cams translate rotary motion to linear motion? How do gears and pulleys change the rotational speed or offset the rotation? and how gears, pulleys, cams act as a form of 'mechanical' programming.

This course is designed to use questions as a framework for inquiry, learning and project making. Students will make and build a paper rollercoaster and a mechanical toy (Automata), and through that process of making, learn about mechanical engineering concepts and design.

Units Studied

1. Future Design – How to apply the design process to solve a future problem
2. Key Knowledge of Mechanical Engineering principles and their application
3. CAD/CAM
4. Automata
5. Paper Roller Coasters

Key skills

- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment

- Digital portfolios.
- Unit tests.
- Practical project making.

Outcomes

Students will learn about how a rollercoaster works and how that energy is created through movement and kinetic energy. To do this, students will explore the physical principles of roller coasters which are crucial to the initial design process for engineers. Students will collect data and apply it to mathematical equations to know the kinetic and potential energy of their own rollercoaster. After completing this project, students will be able to describe the design decisions, physics and reasoning behind these results. In making a mechanical toy Automata, they will experiment with different materials, tools and materials such as model making, timber, plastics and 3D Printing. By combining clever design with force, motion and energy, students will create a mechanical engineered solution.

Pathways

If you are interested in Engineering & Design, this elective relates to the following career pathways: Product designer, Industrial designer, Architect, Film and TV, Graphic designer, Illustrator, Multimedia, Set designer, Theatrical costume designer, Photographer, Publisher/Publishing, Industrial designer, Industrial engineer, Jeweller, Materials engineer, Mechanical engineer, Prosthetist, Set designer, Cabinetmaker, Carpenter or Craftsperson, Patternmaker, Engineering, Tradesperson - fabrication, Fitter/installer, Joiner, Systems Engineering/Physics Teacher, Product Design Teacher, STEM Teacher.

ELECTROTECHNOLOGIES

ELECTIVE **SEMESTER LONG**

Course Description

Throughout the Electrotechnologies course students will critically analyse the factors that influence design, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Through making and designing, students will learn about the ethical production and sustainable design and manufacturing practices such as the reduction of hazardous substances (RoHS).In the first topic students will learn about basic electronic components, circuits and how to program a microcontroller. Specific skills learnt will include systems and design thinking skills and the design process from the beginning of a client-lead design brief through to drawing, monitored and managed through project planning techniques. A key part to this is also an understanding of materials and tools used throughout the process. In the second topic, students learn about design for disassembly, and the cradle-to-cradle approach as applied to design. They will repurpose an old piece of technology or product such as; mobile phone, sneaker, book – disassemble this for parts and create a new system, taking these everyday objects in conjunction with a microcontroller to create a new functioning object that utilises electrotechnologies.

Units Studied

1. Basic electronics and circuits
2. Using integrated circuits and microcontrollers to control peripheral electro-technological devices.
3. Systems thinking and the double diamond design process
4. Cradle-to-cradle design, and its impact on electrotechnology systems.

Key skills

Students will investigate and make judgements on how the characteristics and properties of materials can be combined with force, motion and energy to create engineered solutions that are built in conjunction with digital microcontrollers. In their practical projects, students will apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication, communicate and document projects, including marketing for a range of audiences. They will establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.

Assessment

- Portfolios.
- Final practical product and practical skills in designing and making.
- Sustainability and ethics class tasks.
- Practical assessments including, but not limited to, circuit construction, programming, safe and efficient use of tools and technologies.
- Examination.

Pathways

If you are interested in Electrotechnologies, this elective relates to the following career pathways: apprenticeships in Electrotechnology or Engineering, Diploma and Degree pathways that include: Industrial designer, Industrial engineer, Jewellery, Materials engineer, Mechanical Engineer, Prosthetist, Set designer, Cabinetmaker, Carpenter/ Craftsperson, Engineering, Tradesperson - fabrication, Engineering, Fitter/installer, Joiner, Systems Engineering Teacher, Product Design Teacher, STEM Teacher.

PRODUCT DESIGN

ELECTIVE **SEMESTER LONG**

Top Designs Excursion to help inspire creativity - Swinburne University excursion to enhance learning experience

Product Design is a new course for 2025, it will run subject to student numbers.

Course Description

The Product Design course equips students with the skills and knowledge to create innovative products that solve problems and improve lives. Through a hands-on approach, they will explore the entire product design process, from identifying user needs to creating functional prototypes and products.

Units Studied

Students complete a range of design and make activities to manufacture a board game in a timber box. To complete this design task, students will study the following units:

1. Introduction to the design process
2. Investigating and defining
3. Generating and designing
4. Production and implementation

Key skills

- Design Thinking: Master the user-centered approach to design, understanding user needs and translating them into creative solutions.
- Sketching & Ideation: Develop strong visual communication skills through sketching techniques to brainstorm and refine design concepts.
- 3D Modeling & Prototyping: Learn industry-standard software to create digital models and craft physical prototypes for testing and refinement.
- Material Exploration: Discover the properties and applications of various materials to select the perfect fit for your design
- Manufacturing & Production: Gain insights into manufacturing processes to ensure your designs are feasible and ready for production.

Outcomes

Students will design and manufacture a product to meet a need they Students will design and manufacture a product to meet a need they have identified. They will undertake a series of tasks to produce a “Design Folio” and a physical product. This will be mapped against the 7-10 curriculum and provide a pathway to VCE Product Design & Technology (2026) or a relevant VET course.

Assessment

- Case Analysis
- Practical Project: Fusion 360 CAD software
- Portfolio
- Practical Project
- Examination

PROGRAMMING

Computing is challenging and fun. Computing problems can be deep and multi-dimensional. They require imagination and sensitivity. Solving them requires design thinking, algorithmic thinking, user-focused thinking, architectural thinking, and systems thinking. Computing problems will expand your capabilities and broaden your perspective.

ELECTIVE **SEMESTER LONG**

Course Description

In year 10 Digital Technologies, students work with both data and information, and software development to create digital solutions. Students develop techniques for acquiring, storing, and validating quantitative and qualitative data from a range of sources, whilst considering privacy and security requirements. In software development, students define and decompose real-world problems precisely, taking into account functional and non-functional requirements to identify and meet stakeholders needs. Students design and develop modular programs by applying selected algorithms and data structures through the use of the object-oriented programming language of Python.

Units Studied

1. Data Types – string, integer, floating point, Boolean
2. Data Structures – arrays, associative arrays, functions, methods, classes
3. Python syntax
4. Programming Structures – loops and if statements
5. Problem Solving – deconstructing problems and answering them with code
6. Algorithms – creating a 'thinking sequence' to achieve a solution
7. Famous algorithms – binary searching, sorting algorithms
8. GUI programming – using python and Tkinter to create graphical programs

Key skills

- Recognise and use different data types correctly in code.
- Develop complex data structures that work with structure values in an efficient manner.
- Apply algorithmic thinking to a problem solution in the form of creating and interpreting pseudocode and solution requirements.
- Use a problem deconstruction approach to break down a final solution into smaller problem steps that can then be solved sequentially with a design approach.
- Apply well-known algorithms to solve problems in an efficient manner and understand why these are preferred solutions over simpler approaches.
- Use Tkinter to create cross-platform graphical interfaces to software solutions.

Assessment

- Portfolio of python programming tasks.
- Creation of pseudocode for algorithmic representations.
- Algorithm presentation task.
- Portfolio of Tkinter tasks.
- Tkinter software solution.

Outcomes

- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs.
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics.
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases.
- Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language.
- Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation.

Pathways

Year 10 Computing provides a base of knowledge and skills for students who wish to explore programming, and are thinking about studying computing subjects in VCE.

Students can undertake Applied Computing – Units 1 & 2 in Year 11, or students wishing to accelerate in a computing subject, and who have a satisfactory record of completion of this course, can apply for completing Software Development – Units 3 & 4 as their accelerated Units 3 & 4 subject.

Students who also have completed Mathematical Methods – Units 1 & 2 satisfactorily may also wish to undertake Algorithmics (HESS) – Units 3 & 4 in Year 12, and this subject also provides a good base of knowledge and skills for Algorithmics.

SYSTEMS ENGINEERING AND DESIGN

Wearable technologies make for smart, interconnected clothing

There is a VCE Engineering course - VCE Systems Engineering

ELECTIVE **SEMESTER LONG**

Course Description

In Systems Engineering and Design students will learn about how technologies integrate into our lives, and how through clever design and systems thinking solutions, these technologies can be worn and/or as a peripheral device in both functional pieces of wearable technologies and fashionable adornments.

Students will work with a variety of materials including microcontrollers, conductive textiles, LEDs, stepper motors, microcontroller or microprocessor, discrete electronics to creatively design and create solutions to solve simple real-world problems. As students progress with their designs and solutions, they will also learn skills in the various aspects of electrotechnology, practical construction techniques, refine their programming skills, and become proficient problem solvers.

This course links engineering concepts with design, creativity and technologies to solve problems through engineered products.

Units Studied

1. Future Design
2. CAD
3. Wearable Technologies
4. Bluetooth Speaker
5. Industrial and ethical considerations of technologies

Key skills

Students will investigate the needs and opportunities for systems and the role they play in future design. They continue to investigate the use of CAD in modern manufacturing focusing on the advantages and disadvantages for the consumer and broader community.

Students move on to investigate the needs and opportunities for wearable technologies, develop, produce and evaluate a wearable piece of technology to gain a broader appreciation of the available materials, and their limitations, combined with limitations and future directions of system dependent wearable electro technological devices.

The major focus then shifts to the design and manufacture of a bluetooth speaker, where the students follow the design process to create a fully working bluetooth speaker.

The final unit requires students to demonstrate an understanding of broader systems engineering concepts such as renewable energy use and risk management.

Assessment

- Portfolios.
- Final practical product and practical skills in designing and making.
- Sustainability and ethics class tasks.
- Practical assessments including, but not limited to, circuit construction, programming, safe and efficient use of tools and technologies.
- Examination.

Outcomes

Students will investigate the needs and opportunities for wearable technologies, develop, produce and evaluate a wearable piece of technology to gain a broader appreciation of the available materials, and their limitations, combined with limitations and future directions of system dependent wearable electrotechnological devices.

Students will continue the theme of wearable technologies by investigating the current and future use of robotics and speculate how robotics can emulate parts of a human to gain a broader understanding of ethical decision making, material choice and limitations, size and function for continued everyday technology integration.

Pathways

If you are interested in Engineering & Design, this elective relates to the following career pathways: Product designer, Industrial designer, Architect, Graphic designer, Illustrator, Media presenter, Multimedia, Set designer, Theatrical costume designer, Photographer, Publisher/ Publishing, Industrial Engineer, Jeweller, Materials Engineer, Mechanical engineer, Prosthetist, Cabinetmaker, Carpenter or Craftsperson, Engineering, Patternmaker, Tradesperson - fabrication, Fitter/installer, Joiner, Systems Engineering Teacher, Product Design Teacher.

OUR LIBRARY

LEARNING FOCUS

Our library is central to learning and education at Xavier College. The library strives to provide resources and spaces that foster empowerment, innovation and collaboration. Xavier College Libraries offer students an extensive fiction and non-fiction collection, as well as a plethora of digital resources, to inspire them to become lifelong learners. Our library staff are dedicated to developing collections and creating learning spaces that spark imagination and curiosity.

INFORMATION LITERACY SKILLS

The library, at its core, is an information and learning hub. Our library prioritises the ongoing education of students and staff on the efficient, ethical and accurate use of information. The library has implemented an information literacy skills program, that provides students with the tools and knowledge to explore our vast collection of digital resources and to extract relevant information. Teacher librarians work in conjunction with faculties to ensure that we are providing contemporary resources that strongly align with the context of their teaching programs. The library aims to develop digital literacy skills across the College, in order to create a community that feels aware, informed and supported.

ARTIFICIAL INTELLIGENCE

At Xavier College, we are guiding the way our students to utilise and access generative AI as a tool for their learning. We are altering and adapting our services to meet the informational needs of our Senior Campus students. We are actively providing guidelines for students and staff, to foster an understanding of authorship and ethical information use. Originality, integrity and transparency is our focus.

OUR PROGRAMS

- The Magis Scholars tutoring program offers an after-school tutoring service for all students. This program is led by past Xaverian students who received an ATAR of 95 or above.
  The Magis Scholars are available
  Monday - Thursday 4:00pm - 8:00pm and
  Friday 3:30pm - 5:30pm in the Brennan Library.

- The Your Voice program is an annual creative collaboration between Xavier College and Loreto Mandeville Hall Toorak. This initiative invites students from Year 5 to Year 12 to submit a creative writing, art, drama or music piece that will be published in a compilation book. This book is then launched at our annual performance evening and gallery viewing. Your Voice. Take Flight 2024.

- Creating Conversation runs every Tuesday at lunchtime in the Brennan Library. Creating Conversation is a student led initiative, where students from Year 9 to Year 12 can talk to a group about any topic that interests them. So far this year, we have created conversations about intelligence, philosophy, tea, poetry and music.

- Battle of the Books is our 2024 interschool reading challenge. The book list has been sent out to participating schools, inviting a team of six students from each school to collectively read the books and partake in the challenge in August. Students will have to put their book knowledge to the test and work together in order to win the battle.

RED15

Our library staff are passionate about developing and maintaining a reading culture amongst the Xavier College Community. We are determined to create an environment at school where reading for pleasure is paramount. The RED15 initiative at Xavier College encourages all members of the school to Read Every Day for 15 minutes. We believe in providing opportunities throughout the day to enjoy a good book. During this time of rapid development in the digital landscape, we want to encourage and support a strong love for reading as much as we can. We believe that reading every day must be a universal commitment across the College. Reading is more than just a tool for learning. What we can gain from reading a story goes beyond just academic and cognitive development. Reading allows us to enter new worlds, be introduced to different perspectives and improves human empathy. Our RED15 program is at the forefront of our mission as a library.

LIBRARY HOURS

The Senior Campus Library is open to all students:

Monday to Thursday: 8:00am – 8:00pm

Friday: 8:00am – 5:30pm

Our Intent

At Xavier, we aspire to form exceptional graduates through inspiring learning experiences and our distinct Jesuit character.

Our Pillars

Our Intent is developed through seven Pillars:

1. Our **Jesuit Identity**
2. Our **Inspiring Learning**
3. Our **Student Life**
4. Our **Xavier Family**
5. Our **Professional Expertise**
6. Our **Operational Excellence**
7. Our **Global Engagement**

Each have core Values and Priorities that direct and drive our ongoing actions.

Our Graduates

Our students are at the heart of all we do.

Through their Xavier journey, we strive to form exceptional Xavier graduates who are:

Authentic by their integrity, inquiry, reflection and conscience

SpirituaI through faith, hope and love

Positive in their action, their diverse intelligence and competence, their leadership and accomplishment

Inspiring, courageous and committed in making a difference in the world

Resilient, embracing vulnerability and diversity and thriving on challenge and adversity

Empathetic, compassionate, with generous hearts, who value community and act for and with others