VCE GUIDE 2027

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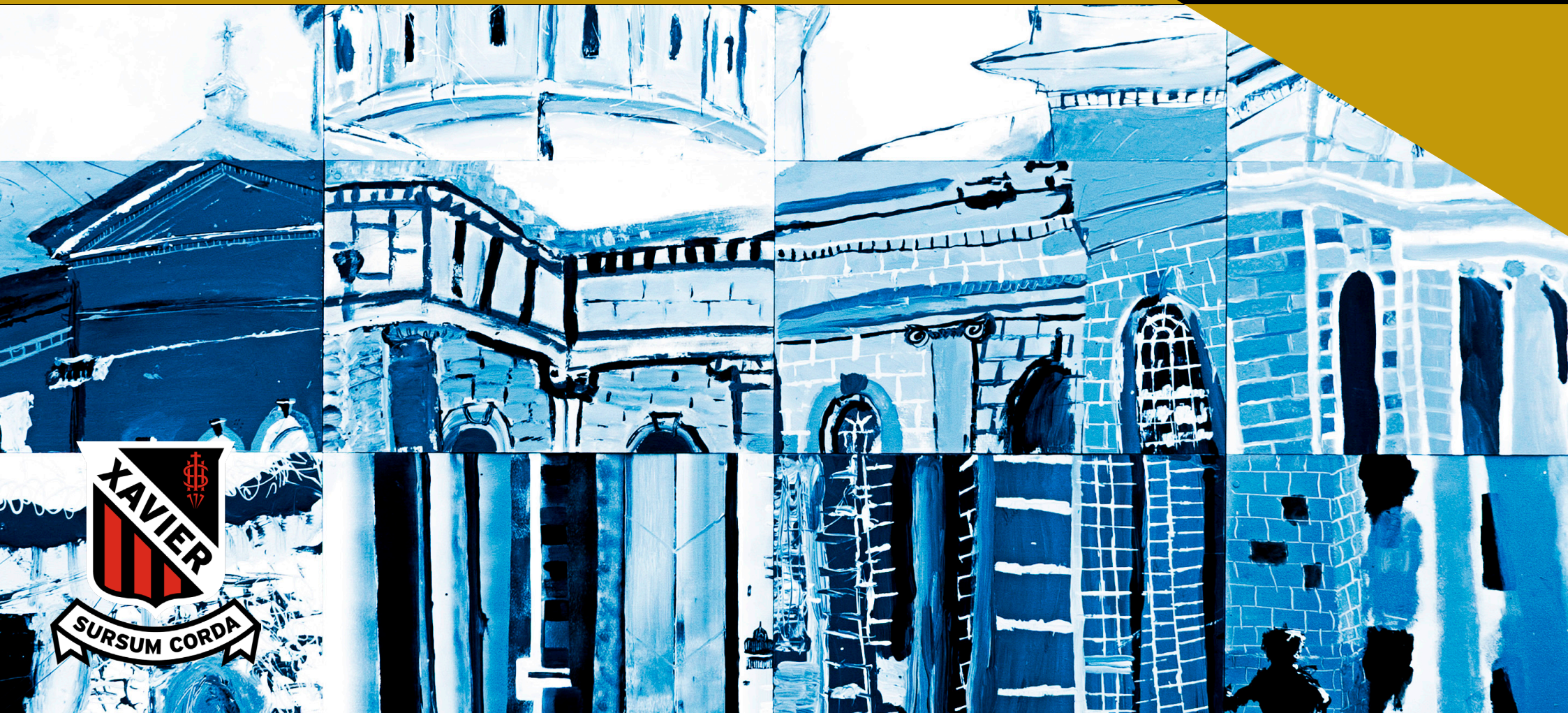
Years 10 - 12



Cover art attribution:

Collaboration with Year 9 & 10 Art Making and Exhibiting Students:

Marley D, Charlie H, Bennet N, Atticus P, Harry C, Jonah D, Ben G, Mori K, Nick L, Townes L, Jack M, Max M, Harvey O,
Akas O, William O, Winston P, Alex W.

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DIRECTOR OF SENIOR SCHOOL

Forming Learners for Purpose, Excellence, and Impact

A Jesuit education centres on forming the whole person—intellectually, spiritually, socially, and emotionally. In Years 10–12, students enter a decisive stage marked by independence, responsibility, and purposeful choice. Within the Ignatian tradition, learning becomes more than content acquisition; it is a reflective and transformative journey that invites students to think critically, discern wisely, and act with intention.

Inspired by the richness of the Ignatian tradition and its contemporary companions, our senior program calls students to pursue excellence with integrity and discipline. As Fr Pedro Arrupe SJ reminds us, we are called to form "men and women for others." This vision challenges students to approach their studies with determination, intellectual curiosity, and a commitment to using their gifts in service of others. Similarly, St Peter Faber SJ emphasised the importance of ongoing growth, noting that "those who want to help others will themselves make great progress in the spiritual life." This spirit of continual development underpins the academic journey in the senior years, where effort and reflection lead to both intellectual and personal growth.

Academic rigour is central in Years 10–12. Fr Adolfo Nicolás SJ called for an education that develops "depth of thought and imagination," urging learners to engage deeply rather than superficially. Students are therefore challenged to analyse, question, and apply their knowledge with sophistication—capabilities essential for success in the Victorian Certificate of Education (VCE).

The curriculum provides both breadth and specialisation, enabling students to shape pathways aligned with their interests and aspirations. Through demanding and supportive programs, students build independence, resilience, and refined study habits. This prepares them not only for VCE assessments but also for life beyond school.

Students are also supported in exploring diverse post-school pathways, including university, vocational education and training (VET), apprenticeships, and other opportunities. Echoing Ignatian values, Mary Ward's call to be "seekers of truth and doers of justice" reinforces the purpose of education as preparation for meaningful contribution in the world. Our commitment to inspiring learning ensures a culture where aspiration and achievement flourish. As Fr Greg Boyle SJ reflects, "We are all just trying to become what God imagines for us." In these senior years, students grow as reflective learners, compassionate companions, and individuals committed to justice.

Ultimately, this guide invites students and families to engage in a journey shaped by faith, defined by academic excellence, and directed toward making a meaningful difference.

Catherine White,
Director of Senior School

DIRECTOR OF LEARNING AND GROWTH

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

The 2027 Years 10 - 12 Curriculum Guide comprises of the following information:

- Principles of curriculum at Xavier College
- Year 10, 11 & 12 curriculum makeup
- Course overviews and assessment details of Studies offered in Years 11 & 12 2027
- VCE Pathway planning information

Dear Future Year 10 Students,
Having completed a Year 9 program that provided breadth across a wide range of learning areas, you are now entering Year 10, an important Pre-VCE year. Year 10 has been intentionally designed to help you build through-lines from your interests, strengths and learning experiences into future pathways. The subject choices you make will help prepare you for VCE and provide opportunities to hone your areas of interest while building the knowledge, skills and confidence needed for senior VCE study.

This time, is a time to explore your options for pre-VCE study set lofty goals, and with that, feel the excitement of all the opportunity that awaits you.

Dear Future VCE Students,
Years 11 and 12 are a significant stage of your education, providing opportunities to deepen your learning, pursue your interests, and prepare for the aspirations that lie beyond Xavier College. The effort you input and decisions you make throughout VCE will shape your future study, career and life opportunities.

As you make these important decisions, remember that you are supported by a network of people committed to your success. Your teachers and Heads of Learning are experts in their disciplines and can guide you in selecting subjects that align with your interests and future goals. Our Future Pathways team can provide advice on tertiary study, careers and post-school opportunities, while your Head of House, Tutor, parents and caregivers offer valuable guidance as they support you throughout your VCE journey.

Approach these VCE years with purpose, ambition and confidence. Make informed choices, challenge yourself academically, and take every opportunity to grow as a learner and as a person.

Success in VCE is not only measured by results, but by the development of the knowledge, skills, resilience, spirituality and character that will enable you to flourish beyond school. I encourage you to pursue excellence by embracing challenge, engaging deeply and wholly commit to achieve your best, strive for the Magis.

Monique Dalli,
Director of Learning and Growth

CURRICULUM GUIDE NAVIGATION

YEAR 10

- Curriculum Makeup
- Acceleration Opportunities
- Double Language Study

YEAR 11 & 12

- Curriculum Makeup
- 3 & 4 Acceleration
- VCE English
- Internal RE

PRINCIPLES OF THE VCE CURRICULUM AT XAVIER COLLEGE

YEAR 10

A Jesuit Liberal Arts education seeks to develop the whole person through a broad and balanced curriculum that nurtures intellectual curiosity, critical thinking, creativity, faith, and service.

At Xavier College, **Religious Education** is central to our mission as a Catholic school, fostering religious literacy, ethical understanding, and a commitment to justice. This learning is enriched through retreats, liturgies, pastoral care, and service experiences.

Languages develop communication, cultural understanding, and intellectual discipline, while the Jesuit tradition values eloquence through speaking, debating, writing, and engagement with literature.

History provides students with an understanding of the human story, enabling them to think critically about the past, interpret the present, and shape the future. **Geography, Economics, Commerce, Politics, Legal Studies**, and related disciplines, deepen students' understanding of society, citizenship, leadership, and global issues.

The Arts in Music, Theatre Studies, Drama and Visual Arts cultivates imagination, creativity, and an appreciation of beauty, while media studies equip students to engage thoughtfully with contemporary culture and communication.

Mathematics, Science, and Technologies develop analytical thinking, problem-solving, innovation, and an understanding of the natural and technological world, preparing students for a rapidly changing future.

Health and Physical Education contribute to the formation of the whole person by promoting wellbeing, resilience, healthy lifestyles, and active participation in sport and outdoor education.

Our Curriculum at Xavier, encourages, breath and balance, allowing students to specialise their pathway with focus, while ensuring their studies, continue to nourish their whole person, rather than specialised domain.

Acceleration Opportunities

At Xavier College, we have three pathways for acceleration in the VCE:

- Accelerated Maths program; where students can complete Unit 1 & 2 Mathematical Methods in Year 10.
- Early commencement of VCE study a VCE Unit 1&2 at Year 10 (for select courses in 2027/28).
- Acceleration of VCE; where a Unit 1&2 is skipped, and Units 3&4, can be studied in Year 11, through lines of Year 10 study should be carefullly planned.

Acceleration is available to students through application process, which seeks to ensure students are ready (meet criteria), and select the appropriate pathway for study.

VCE

Xavier College only offers a VCE pathway. The Victorian Certificate of Education at Xavier College is a two- or three-year program of study. Typically, Year 11 subjects include Units 1 and 2 of studies, and Year 12 subjects are Units 3 and 4.

Graduation requirements:
To meet the graduation requirements of the VCE, VCAA stipulates that each student must satisfactorily complete a total of no fewer than 16 units. At Xavier College, we require all students to complete 23 units over two/three years. This model ensures students are given every opportunity to maximise their potential ATAR capacity with additional 5th and 6th study 10%. Additionally, for students not wishing to gain an ATAR, completing 23 VCE units provides competitive pathway options.

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 a min of 1 Semesterised Arts/Music courses (max 4 Arts/Music courses in their program inclusive of electives).
- **Humanities/Commerce 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 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

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 one Semesterised Arts
- **ELECTIVE PATHWAYS**:
    - No Language (3 electives and Arts/Music Major study)
    - Single Language (2 less electives)
    - Double Language (nil electives)
    - Early VCE (2 less electives)

Compulsory Subjects (Core)						Major Studies		Electives
Religious Education	English	Humanities: History (+1)	Mathematics	Health & Physical Education	Science	Humanities & Commerce	Arts Major Studies Choose 1	Choose 3

YEAR 10 SUBJECTS

COMPULSORY SUBJECTS (CORE)

- English
- Year 10 General/Extension Science
- Year 10 Maths or U1&2 Methods
- RE
- Health AND PE
- Humanities: History +

+

Select one Humanities/Commerce Major Study

- Commerce
- Geography
- History in Depth
- Politics

→

MODERN LANGUAGES

Year long study

- French
- Italian
- Japanese

OR

MAJOR STUDY ELECTIVE

x2 Semester courses, ONE must be ARTS

- Art
- Drama
- Geography in Depth
- Health and Human Development
- Literature
- Media
- Music Performance & Songwriting
- Music Producing & Digital DJing
- Physical Education: Exercise Science
- Visual Communication Design

OR

EARLY VCE

by application, Year long Study

- Units 1 & 2 Art Making and Exhibiting
- Units 1 & 2 Music
- Biology (Units 1 & 2 offered in **2028**)
- Literature (Units 1 & 2 offered in **2028**)

→

ELECTIVES

x2 Semester courses

- Art: Ideas
- Biology
- Business Management
- Digital Strategy & Data Analytics
- History: Rebels and Revolutionaries
- Media: Film and Animation
- Media: Photography
- Music Performance & Arranging Techniques
- Outdoor Education Studies
- Physical Education: Training Strategies
- Politics: Spin, Scandals & Sound Bites
- Product Design
- Psychology
- Systems Engineering
- Theatre Studies
- Visual Communication Design: Architecture

OR

Year long Study:

Latin

MY CURRICULUM MAKEUP

Use this space to draft two options for your subject choices.

MY YEAR 11 CURRICULUM MAKEUP		MY YEAR 11 CURRICULUM MAKEUP		MY YEAR 12 CURRICULUM MAKEUP		MY YEAR 12 CURRICULUM MAKEUP	
Unit 2 Religion and Society or Unit 2 Texts and Traditions		**Unit 2 Religion and Society or Unit 2 Texts and Traditions**		**Internal Religious Education OR Unit 3 & 4 Texts and Tradition/ Religion and Society**		**Internal Religious Education OR Unit 3 & 4 Texts and Tradition/ Religion and Society**	
1	Unit 1 & 2 English or English Language or Literature	1	Unit 1 & 2 English or English Language or Literature	1	English Language	1	English Language
2		2		2	Unit 3 & 4 English/Literature	2	Unit 3 & 4 English/Literature
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6	**STUDY BLOCK**	6	**STUDY BLOCK**

VCE ENGLISH PATHWAYS

The study of English, English as an Additional Language (EAL), English Language or Literature is a compulsory component of a student's VCE program at Xavier College.

- From 2026, Xavier will offer English, English Language, English as an Additional Language (EAL) and Literature.
- Three units of English are required for satisfactory completion of the VCE but it is our school policy to complete four.
- It is compulsory that students select at least one English course to undertake in Units 1 and 2, and complete that selected 1 and 2 course, except for approved EAL students.
- Unit 3 & Unit 4 English sequence (English, English Language, Literature or EAL) must be completed to obtain the VCE.

CLICK here for VCE course details

YEAR 11 Choose one sequence of:	YEAR 12 Choose one sequence of:
English Units 1 & 2	English Units 3 & 4
English Language Units 1 & 2	*English as an Additional Language (EAL) Units 3 & 4
Literature Units 1 & 2	English Language Units 3 & 4
	Literature Units 3 & 4

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to English as an Additional Language (EAL) status.

A student may be eligible for EAL status if they meet one of the following conditions:

- They have been a resident in Australia or New Zealand or other predominantly English-speaking country for not more than seven years over the period of their education NOTE: The period of seven years is to be calculated cumulatively over the student's whole life.
- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education.
- They are a Aboriginal or Torres Strait Islander, and their first language is not English.
- They have a hearing impairment (must produce evidence of hearing loss of 60 decibels or greater in their better ear.)

Other special circumstances for EAL status that may be considered by the VCAA in determining a student's eligibility for EAL status include:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- material interruptions to schooling after arrival in Australia.

Schools cannot approve EAL students, it must be submitted to VCAA. Please alert the VCE Coordinator or the Head of English if you think you might be eligible for EAL English. To apply for EAL status, each student is required to submit an Application for Enrolment in English as an Additional Language Units 3 and 4 form to the school.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET students will gain non-technical employability skills such as skills in; communication, problem solving, self-management, teamwork, organisation, planning, enterprise and initiative, learning and technology.

VET can provide opportunities for students by:

- Enabling students to complete a nationally recognised vocational qualification and a senior school certificate (VCE) at the same time.
- Combining both hands-on and theory-based work, providing learners with the best opportunity to advance their skills and knowledge in an engaging yet educational environment.
- Allowing students to go directly into employment or receive credit towards further vocational training and when combined with the VCE leaves open the opportunity for further tertiary education.
- Providing industry specific skills that students learn will allow them to develop employability skills that are transferable across any industry.
- Being designed to meet the needs of industry and expand the opportunities and pathways for engaged applied learners.
- Providing students with industry exposure and connection to industry professionals and the workplace, reinforcing skills development. This connection also makes for a smooth transition between training and work.

Xavier currently offers Business, Sports, Aquatics and Recreation and Aviation on site. The college enters a brokerage agreement with the local cluster to offer a larger range of VET study options to our students. These VET studies are conducted off campus at Registered Training organisations such as Box Hill and Holmesglen Institutes or other schools in the area.

All VET studies will incur an additional cost. It should be noted that some VET courses require students to be available for classes or work placement during school holidays.

NOTE: A VET course is a two-year program, it must be started in Year 11 (cannot be started in Year 12).

https://learning.xavier.vic.edu.au/courses/2853/pages/how-does-vet-work

And

https://learning.xavier.vic.edu.au/courses/2853/pages/vet-course-application-process

EXAMPLE OF A VET STUDY PROGRAM

SAMPLE VET YEAR 11 STUDY PROGRAM

Unit 2 Religion and Society

1. Unit 1 & 2 English
2. Unit 1 & 2 Further Mathematics
3. Unit 1 & 2 Business Management
4. Unit 1 & 2 Physical Education
5. VET Building and Construction
   (Wednesday afternoon- Box Hill Institute)
6. Unit 1&2 Music Performance

SAMPLE VET YEAR 12 STUDY PROGRAM

Religion and Society or Texts and Traditions

1. Unit 3 & 4 English
2. Unit 3 & 4 Further Mathematics
3. Unit 3 & 4 Business Management
4. Unit 3 & 4 Physical Education
5. VET Building and Construction
   (Wednesday afternoon – External Venue)
   **Additional supervised study periods at school
6. **STUDY BLOCK**

KEY DATES FOR VCE STUDENTS

- Subject Selections Due for students 7-11 at 9am 11th August

*all selections received after this point marked late

- VCAA important dates: https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/Index.aspx
- VTAC important dates: https://www.vtac.edu.au/dates.html

YEAR 11

In Year 11:

- Students are required to study a Unit 2 Religion and a Unit 1 &2 English plus five VCE/VET subjects
- Units 1 and 2 are taken by Year 11 students. They may be taken separately or in sequence.

Year 11 Curriculum Makeup

Core Subjects		Additional				
English	**Religion & Society OR Texts and Traditions**	**Subject 3**	**Subject 4**	**Subject 5**	**Subject 6**	**Subject 7**

Year 11 Semester 1

All students undertake:

- English (Unit 1)
- Religion and Society (Unit 2) OR Texts and Traditions (Unit 2), and their additional 5 studies.

Year 11 Semester 2

All students undertake:

- English (Unit 2)
- Religion and Society or Text and Traditions (Unit 2 continued)
- 5 additional subjects.

NOTE: Year 11 students should not underestimate the importance of Unit 1 & 2 studies. Unit 1 & 2 studies are important because they contribute to the development of student learning and to VCE graduation requirements. They form the basis on which Unit 3&4 studies are constructed. Students do not have to do an accelerated study in Year 11.

YEAR 12

In Year 12:

- Students are required to study Religious Education, and English plus four VCE/VET subjects. A full list of our current VCE subject offerings are described in full in this guide
- Units 3 and 4 are designed to be taken by Year 12 students but they also can be taken by selected Year 11 students who have been accelerated. **Units 3 and 4 must be taken as a sequence.**

Year 12 Curriculum Makeup

Core Subjects		Additional			
English	**Religious Education**	**Subject 3**	**Subject 4**	**Subject 5**	**Subject 6**

Year 12 Semesters 1 & 2

All students undertake:

- English Units 3&4 (see the English section for more information)
- Religious Education
- Four additional subjects

All students must aim to ***complete their 23 units over two years***

NOTE: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

PLANNING YOUR VCE PATHWAY

Students will be asked to nominate a two-year VCE study program during Term 3 of their Year 10 studies. Prior to this, students will have completed their Morrisby Profile, they have also met with our Future Pathways team and have had time to review the contents of this VCE Guide.

In planning for Years 11 and 12 students should:

- Reflect on what they have achieved well in the past and select based on what they are interested in
- Consider whether they will apply for the Acceleration Program and undertake a Units 3 and 4 study at Year 11;
- The VCE is a two-year study program, plan ahead for 2027
- Know requirements for tertiary courses or careers that you are interested in
- Consider any limitations that might apply to prospective subject combinations
- Listen to recommendations of the School, the Future Pathways team, parents, teachers, Tutor and Head of House.

Whilst it is expected that these two-year study programs will be completed as accurately as possible, some students may need further advice regarding their courses, especially their choice of Units 3 and 4, at a later date.

There is opportunity for students to alter their selected course in Term 4 2025 and at the commencement of 2026, provided that the changes can be accommodated within the timetable and there are available places within the subject.

MY VCE PATHWAY

Use this planning space to document your decision making. Ignatian discernment calls us to consult, process the options available to you and be thoughtful so our decisions are well formed and reflect purpose, pathways and passions.

You have your team to consult and support you - family, friends, Future Pathways, Tutors, House Leader . . .

Goals and aspirations:

My passions & interests:

Subjects I need to know more about:

Careers and pathways I am interested in:

VCE ACCELERATION & ALTERNATE PATHWAYS

Jesuit education calls for a special care for each student, cura personalis. We are called to support each student, so they can be actively involved in their learning and have opportunities for growth. This aspect of the VCE Guide covers the diverse nature of students needs and how the VCE at Xavier College provides for each student from acceleration options, exceptional talent pathways and services for diverse learners.

As a Jesuit school, the context of each individual student will be given due consideration. Please note that final authorisation for acceleration, provisions, and exceptional talent will ultimately be decided by the office of the Director of Learning and Growth and Director of Senior Campus.

ACCELERATION REQUIREMENTS AT YEAR 11

A Year 10 student applying to accelerate should have met all the following criteria if they intend to apply for consideration to study a Unit 3 & 4 subject at Year 11; in all the following:

- Have achieved an overall average grade of B or higher across all Year 10 Semester 1 subjects. An exception applies to Languages where the average expected grade is C or higher.
- Have demonstrated effort, application, and strong results in Year 10 Religious Education.
- Have achieved grades of B+ or higher in the majority of assessments in the study (or its close equivalent) that they wish to pursue at a Unit 3 & 4 level in the following year.
- Have demonstrated sound organisation skills and excellent 'Learning Behaviours' and commitment to their studies across all subjects, learning qualities that need to be supported by their Semester 1 teacher, their Tutor and Head of House.

Formal application to do a Unit 3 & 4 study is to be made at the time of Year 11 subject selection during July/August of each year.

For further details on the Acceleration process, refer to the XC Pathways Guidelines 9-12, and the Acceleration Application Form 2025 for 2026.

https://xaviercollege.sharepoint.com/sites/SeniorSchool/SiteAssets/Forms/AllItems.

DIVERSE LEARNERS

The College supports provisions and adjustments for diverse learners.

In Year 12, the College will consider on an individual basis a variation in program in circumstances where students may have a history of diagnosed disability, a severe medical condition or, is part of an agreed exceptional talent pathway at a tertiary, state or national level. All program variations will ultimately be decided at the office of the Director of Senior Campus in conjunction with the Director of Learning and Growth.

In Year 11, students must complete a full Xavier College program.

Initial enquiries should be addressed to the Head of Curriculum and Assessment. Each case will be considered on its merits. As a Jesuit school, the context of each individual student will be given due consideration.

In addition to program adjustments, some students may be eligible for special provisions for in-class and assessment adjustments. Special provisions should be discussed with a member of the Diverse Learning Team. Once implemented, these provisions will be regularly reviewed in consultation with parents, Heads of House, Diverse Learning staff, and the school wellbeing team.

For VCE Examinations, the College will need to submit a formal Special Examination Arrangements (SEA) application to the VCAA. The College can only implement the provisions as approved by VCAA. For more information on special exam arrangements, please view the VCAA website.

BOOKLISTS AND DIGITAL RESOURCES

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: Xavier College Snr School - Secondhand Books

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 10 - 12, all software and digital subscriptions are charged through the booklist and bought through the College.
This includes:

- Stile
- To Know Worship Love
- Education Perfect

LEARNING MANAGEMENT SYSTEM

The school uses a Learning Management System (LMS) called Canvas, to organise its curriculum. All students are expected to access Canvas for lesson content and assessment details. Feedback on assessment tasks is delivered to students and parents via Canvas. Parents are invited to further support their Child by accessing Canvas regularly either through the app or web version.

Canvas can be accessed at:
learning.xavier.vic.edu.au

ASSESSMENTS AND REPORTING

Assessments are given to each year level according to the subject details that follow, these vary in type and modality and include examinations. Feedback is provided via Canvas on a regular basis to assist students in understanding where they are currently at, where they need to get to and how they can make improvements. Feedback includes areas of strength, affirmations of achievement of outcomes and areas to improve (with concrete strategies on how to achieve this). Feedback will be made visible to students and families in a timely manner post submission so that feedback can be applied, this is called continuous reporting. In our context, continuous reporting involves providing students with detailed feedback via Canvas on key assessments throughout the semester. This feedback process aligns with the Ignatian Pedagogical Paradigm and allows students to engage in their learning progression at frequent points in the year.

In addition to continuous reporting through Canvas, complete end of semester summary reports which include major assessments that have been undertaken throughout the semester and the outcomes from the curriculum that were assessed. The end of semester report does not include a Teacher comment, it does include a summary of results, Learning Behaviours indicators and a pastoral comment from the Tutor.

In addition to these feedback points, our Year 7 and 9 students complete the NAPLAN assessments, we utilise PAT and in some subject areas Essential Assessment. Assessment can be diagnostic, informative or summative, it is a key part of the teaching and learning cycle because it provides feedback to the teacher and student of what to do next.

ADDITIONAL INFORMATION

SUBJECT RESTRICTIONS

There are no pre-requisites for any Unit 1, 2 or 3 studies in the VCE. However, a Unit 3 study must be followed by its Unit 4 sequence study.

Six studies in Year 12 is a very heavy study program and is very rarely advised. Similarly, the undertaking of two Unit 3 and 4 studies in Year 11 is only approved by application. It is strongly advised that a student plans their two years with the foundations in Units 1 and 2 of a study that will follow on to a 3 and 4 sequence. This is of special importance in Mathematics.

STUDYING A SUBJECT NOT OFFERED AT XAVIER COLLEGE

We offer a wide and diverse range of studies, but we cannot offer everything. Students can choose to study additional subjects outside of the College, such as a language with the Victorian School of Languages. In this instance, this is considered an additional subject. Students are not permitted to reduce their subject load because they study an additional subject in their own time. All students must complete the required six studies in Year 11 and five studies in Year 12.

TIMETABLING

While Xavier College endeavours to meet student choices and pathways, restrictions may be applicable to a student's desired study plan due to:

- timetable clashes in subject combinations
- timetable restrictions (particularly for students who request a change to their study program at the commencement of the new year)
- necessary class size limitations in some Units 3 and 4 subjects
- subject may not run due to insufficient numbers
- we do not offer all VCE/VET subjects
- 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.

GENERAL ACHIEVEMENT TEST (GAT)

The General Achievement Test has minimum standards in numeracy and literacy which students must meet. In some studies, GAT scores will also be used for statistical moderation. The test is in two parts - Section A: literacy and numeracy and Section B: mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills. Students will receive results from Section A.

More information:
www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/index.aspx

Sample tests:
https://www.vcaa.vic.edu.au/assessment/general-achievement-test/past-gats

TERTIARY INFORMATION

MARKS, SCORES AND SCALING

Each Unit 3 and 4 study have graded assessments, these are School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations. The graded assessments are different for each study and contribute towards the study score in different ways in terms of their weight. Teachers in school mark SATs and SACs according to VCAA guidelines; they are cross-marked and moderated to ensure equitable assessment practices.

Marks are raw results handled by the school. To calculate the study score, the VCAA combines the results for each of your graded assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score. Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study it is then converted to a score out of 50.

In selecting a program of studies, a student should not be solely informed by the influence of scaling. VTAC publish the Scaling Guide to ensure a fair consistent approach is applied year to year. Scaled scores are important to ATAR calculations. Mathematics and Languages have additional scaling rules, this applies so that students studying more challenging Mathematics courses (Methods and Specialist) are not disadvantaged by the level of difficulty.

VCAA information about VCE Assessment:
www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/current-students.aspx

VTAC: Scaling Guide:
https://vtac.edu.au/guides/atar-scaling-guide-2026.html

VTAC

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a joint selection system for undergraduate courses on behalf of the Victorian universities, TAFE colleges and some private colleges. VTAC does not select tertiary students; this is conducted by the tertiary institutions themselves. VTAC produces and distributes application materials including the annual Tertiary Entrance Requirements (VicTER) booklet which prescribes tertiary selection requirements two years in advance of the current year.

AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR)

Xavier College has a 23 unit VCE requirement to ensure student do not only meet the minimum requirements of the VCE but are given every opportunity to maximise their potential ATAR (Australian Tertiary Admission Rank). An Australian Tertiary Admissions Rank (ATAR) is made up of a student's best score in English plus the scores of the next three studies (sometimes called the primary four) as well as 10% of the scores for a 5th and 6th subject combined equate to an ATAR aggregate.

Then, the final ATAR score becomes a percentile rank which is a number between 0 and 99.95. Statistically, studying a 5th subject can advantage the ATAR calculation because up to 6 study scores can contribute to the aggregate.

The ATAR is developed only for the purposes of tertiary selection. It is not a reflection of performance in individual studies, but of overall performance in all studies compared with all other VCE students. Approximately 50% of tertiary courses use the ATAR as the sole method of selection; the remaining courses use one or more criteria including interviews, folio, and additional forms.
The ATAR is calculated using:

Unit 3 & 4 sequence of English or Literature (An English study must be included in this primary four)
3 other Unit 3 & 4 Study sequences, and
10% of 5th (and 6th) subject.

Total scores are then ranked across the state with the highest possible ATAR 99.95 indicating that the student achieved a tertiary score that placed them in the top 0.05% of the state.

TERTIARY INFORMATION

PREREQUISITE STUDIES

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at the Units 3 and 4 level, but sometimes they are required at the Units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of achievement in a prerequisite subject.

Students are encouraged to discuss career paths with Future Pathways in order to make sure they are aware of what prerequisites currently exist for their desired pathways.

UNIVERSITY ENHANCEMENT STUDIES

Xavier College has a 23 unit VCE requirement to ensure Some students will also seek to study a university enhancement subject as part of their Year 12 program of studies. Most students who choose this pathway are high performing Maths students looking for tertiary extension beyond what is offered at VCE.

Selection for these courses is made by relevant university authorities and is often not confirmed by them until the school academic year has commenced.

Students who choose this alternative should also enrol in a full complement of VCE Units 3 & 4 sequences at Xavier. When enrolment at the university enhancement course is confirmed and they have attended several sessions they will be able to apply to reduce their subject load at Xavier. This in consultation with the Head of Curriculum and Assessment and Director of Learning and Growth.

Any student who chooses a University Enhancement Study or a VET sequence has the costs required by the university or the IMVC added to their school accounts. These are extras to the already diverse programme of studies that we offer on campus.

Please see the Future Pathways team for further details.

RESOURCES FOR PLANNING PATHWAYS

Future Pathways team regarding pathways and considerations for tertiary entry has been provided to you as part of the Subject Selection information and can be sourced on the Future Pathways Canvas page here: **https://learning.xavier.vic.edu.au/courses/2853**

VCE ENGLISH 2026 AND BEYOND

As English progresses at the College, we are seeking additional ways to ensure our students are engaged and excited to undertake their English studies with commitment and determination. With this approach, we are looking to enhance their ongoing success in English studies. From 2026, we will offer an additional choice - English Language. During Year 10, all students will have introductory sessions of Literature and English Language courses enabling them to make informed decisions about the course they wish to follow in VCE English.

SUPPORTING SELECTIONS

- At Year 11, students will be able to select from the three different options, selecting at least one course of English.
- Once selected at Year 11, students are unable to change to another English; they must commit to their choice for Units 1 and 2. This is to ensure that they have a full scope and understanding of what the units entail.
- Any changes to Units 3 and 4 will require thoughtful consultation with Heads of English and Future Pathways.
- Students wishing to take EAL must meet VCAA requirements.

THE THREE ENGLISH AREAS

ENGLISH	ENGLISH LANGUAGE	LITERATURE
• Focuses on how language creates meaning in various texts, including media texts and texts from different cultures. • Aims to develop broad communication skills (reading, writing, speaking, listening) and analytical abilities to prepare students for further study and work. • Encourages students to explore how language, values, and context shape meaning and helps them become effective communicators.	• Focuses on how language is used in different contexts, influenced by linguistics and metalinguistic analysis. • Examines language variation, change, and its role in shaping identity, power, and social cohesion. • Encourages students to critically analyse language structures, attitudes, and functions, refining their communication and analytical skills.	• Focuses on deep engagement with literary texts, emphasising interpretation, multiple perspectives, and creative responses. • Aims to develop students' ability to read and analyse texts critically and creatively, fostering an appreciation for literature and diverse viewpoints. • Encourages students to explore the aesthetic and artistic aspects of storytelling while analysing historical, social, and cultural contexts.

COMPARISON OF THE THREE AREAS

Aspect	English	English Language	Literature
Primary Focus	How language creates meaning in texts	How language functions, varies, and changes over time	Interpretation and engagement with literary texts
Influences	Literary studies and communication	Linguistics and metalinguistics	Literary theory and analysis
Texts Studied	A broad range, including media, print, and digital texts	Spoken and written texts, including formal and informal registers	Fiction, poetry, drama, and non-fiction from various time periods
Key Skills Developed	Reading, writing, speaking, listening, analysing arguments	Analysing language use, variation, and power structures	Close reading, interpretation, creative and analytical writing
Perspective on Language	Language as a tool for meaning-making and communication	Language as a system that reflects identity, power, and social dynamics	Language as an artistic and aesthetic medium
Creative Component	Writing original texts in different forms	Analysing and experimenting with language structures	Writing creatively and critically in response to texts
Approach to Interpretation	Analysis of argument and text structure	Analysis of language structures and functions	Interpretation of texts through different perspectives
Preparation for Future Study	Broad skills applicable to a variety of fields	Linguistic and analytical skills relevant to humanities, social sciences, and communication	Advanced literary analysis skills for further study in literature and the arts

	English	English Language	Literature
Texts	A mix of print and digital texts, including novels, plays, film, media articles, and persuasive texts.	A range of spoken and written texts, including news articles, conversations, advertisements, and transcripts.	Classic and contemporary novels, plays, poetry, and non-fiction from different eras and cultures.
Assessments	Analysing texts, constructing arguments, crafting texts and oral presentations	Essays analysing language, short-answer questions on language structures, and investigations into language use.	Close analysis of passages, comparative essays, and creative responses to texts.
Myths		**Is the reading and writing less for English Language?** No, there is still a need for extended writing and reading a greater variety of texts.	**Do I need to be a strong reader to succeed in Literature?** Yes, because the course requires extensive reading and close analysis of texts.

KEY DIFFERENCES & OVERLAPS

- **English and English Language:** English is broader, focusing on communication and analysis, while English Language is more technical, examining language variation and structure.
- **English and Literature:** English includes a variety of texts for practical analysis, while Literature focuses on deep interpretation and appreciation of literary works.
- **English Language and Literature:** English Language is rooted in linguistics, examining how language functions, while Literature is centred on thematic and stylistic interpretations of texts.

Overlap: All three studies develop strong reading, writing, and analytical skills, but their approaches differ—English is more general, English Language is technical and analytical, and Literature is interpretative and creative. Central to all three is extended writing.

FREQUENTLY ASKED QUESTIONS

What are the main differences?

- English focuses on analysing texts, argument structures, and communication skills.
- English Language examines how language works, including variation, change, and power dynamics.
- Literature involves deep analysis of literary texts, exploring themes, authorial intent, and creative responses.

Which subject is the most analytical?

- English Language is the most technical and analytical, as it uses linguistics to study language.
- Literature is also highly analytical but focuses on interpretation and multiple perspectives.
- English has analytical elements, but it is more focused on communication and argument.

Which subject is the most creative?

- Literature offers the most opportunities for creative writing and responses.
- English also includes creative writing but is more structured.
- English Language is primarily analytical but allows some creativity in studying language use.

Challenges

- English Language is challenging for those unfamiliar with linguistics.
- Literature requires strong reading and analytical skills.
- English is broad and may feel easier for students who prefer structured tasks.

Do all three subjects count towards my ATAR?

- Yes, but you can only count one of them as your primary English subject for ATAR calculations.

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.

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

Ms Mel Antoniuk
Senior Head of Curriculum and Assessment 7-12
mel.antoniuk@xavier.vic.edu.au

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

Ms Erin Rollason
Diverse Learning 7-12:
erin.rollason@xavier.vic.edu.au

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

Dr Mishel Stefanac - (Yrs 5-8)
mishel.stefanac@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

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 Laura Morrissey – Head of Curriculum and Assessment
laura.morrissey@xavier.vic.edu.au

Mrs Gabrielle Munro – Head of Pedagogy
gabrielle.munro@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 Cahil – 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

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

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- COMMERCE AND ENTERPRISE
- ENGLISH
- HEALTH AND PHYSICAL EDUCATION
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- SCIENCE
- TECHNOLOGIES AND INNOVATION

RELIGIOUS EDUCATION

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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

In Semester 1, students explore topics that will help them gain an understanding of some differences between their Religion topic choices for Year 11.

Students explore the dynamic history of the Catholic Church, examining key moments of change such as the Reformation, Counter-Reformation, the role of the Jesuits, and the impact of the Second Vatican Council, to understand how the Church has responded to challenges over time. They also study the Gospel of Mark, investigating its historical and cultural context, analysing key passages, and exploring themes such as discipleship, the identity of Jesus, and the experiences of early Christian communities. Through this, students develop skills in interpreting Scripture and evaluating how religious beliefs and teachings continue to shape individuals and society today.

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.
- Appreciate the diversity of religious traditions within Australia, and explain key aspects of the religions selected for study
- Recognise and challenge prejudice, stereotypes, and discrimination based on religion, demonstrating respect for the dignity and rights of all people in a diverse society.

YEAR 11 AND YEAR 12 RELIGIOUS EDUCATION

Continuing with formal Religious Education in the senior years at Xavier College encourages students to think critically, engage in respectful dialogue, and develop an understanding of the Catholic tradition while appreciating other faiths and worldviews. In line with the Jesuit principles, of developing intellect, spirituality, fitness and decision-making, Religious Education in Years 11 and 12 aims to continue the journey of students as they develop into intellectually competent, compassionate young men who are committed to social justice. Students are encouraged to reflect on their identity and what shapes them as young adults. The courses offer opportunities to integrate academic learning with moral and spiritual development, critical thinking, cultural awareness, and personal growth.

Year 11 Program

In Year 11, students will study one VCE Religion subject: Religion and Society Unit 2, or Texts and Traditions Unit 2. The unit is studied across the full year. While the College aims to offer students choice, factors such as timetabling and class sizes may affect final allocations.

Students wishing to accelerate in Year 11 in a Units 3 & 4 pathway in one of the Religion subjects must meet the College's acceleration criteria. Students who complete a Unit 3 & 4 Religion subject in Year 11 will undertake approximately one term of school-based Religious Education in Year 12, with a focus on ethics.

Year 12 Program (Units 3 & 4)

Students may choose if they wish to undertake a Religion subject at the Unit 3&4 level in Year 12. Priority for entry into Unit 3 & 4 Religion subjects (Religion and Society or Texts and Traditions) will be given to students who:

- Have successfully completed all Year 11 coursework requirements, and
- Have contributed positively to the classroom learning environment

Units 3 & 4 Religion and Society, and Texts & Traditions are best suited to students with strong English skills. Success in these subjects requires confidence in reading, essay writing, and analysing complex ideas and themes.

Students undertaking either Texts and Traditions or Religion & Society at Units 3 & 4 level do not have to take part in the school based internal Religious Education program. This provides them with an additional 2 periods per week of supervised study.

RELIGIOUS EDUCATION TEXTS AND TRADITIONS UNIT 2: TEXTS IN SOCIETY

Conditional requirements: Students must select either Unit 2 Texts and Traditions or Unit 2 Religion and Society for study in Year 11. Suitable Year 11 students who meet the usual requirements for acceleration can choose to concurrently undertake a Unit 3 & 4 Study in either Texts & Traditions or Religion & Society

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The main focus of the study is the texts that are seen to be foundational to the traditions being studied (Catholic Christianity). These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.

Course Description

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students compare how sacred texts from different religious traditions address these social issues.

Outcomes 1 and 2 should be based on a range of sacred texts from at least one religious traditions.

Outcome 3 should be based on a range of sacred texts from at least two religious traditions.

Units Studied

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions

Assessment

Tasks are completed for each area of study, and task types are selected from the following:

- comparative tables
- essays
- multimedia presentations
- short-answer questions
- short reports, including reports based on interviews
- summaries
- textual commentaries.

RELIGION & SOCIETY UNIT 2: RELIGION AND ETHICS

Students become familiar with the foundations of various common ethical approaches Students get to explore assumptions, authorities, worldviews, values, codes of behaviour and the competing rights and responsibilities of individuals, groups and society.

Conditional requirements: Students must select either Unit 2 Texts and Traditions or Unit 2 Religion and Society for study in Year 11. Suitable Year 11 students who meet the usual requirements for acceleration can choose to concurrently undertake a Unit 3 & 4 Study in either Texts & Traditions or Religion & Society

How individuals and communities make decisions about what is good vary greatly. How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? These questions and more have an important influence on ethical perspective.

Course Description

Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind perspectives and moral judgments. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. As a Catholic College, the Catholic Christian tradition is studied as one of these traditions. Students explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Units Studied

- Ethical decision-making and moral judgment
- Religion and ethics
- Ethical issues in society

Assessment

Tasks are completed for each area of study, and task types are selected from the following:

- structured questions
- essays
- extended responses
- reports
- analytical exercises.
- case studies
- multimedia presentations

Pathways

In Religion and Ethics, students learn how to respond to philosophical questions through discourse, research and moral judgement. This study relates to the following tertiary pathways: Careers in Writing, Journalism, Law, Psychology and Politics

INTERNAL RELIGIOUS EDUCATION

Conditional requirements: The Year 12 internal school based program is only available to students in Year 12 who have chosen not to undertake a study of Texts & Traditions (Units 3 & 4) or Religion & Society (Units 3 & 4). The school based program allows students to study 6 courses.

Course Description

Each of the internal school-based courses are offered over approximately 8 to 10 teaching periods, with 2 lessons allocated every week. Students will be asked to select approx. seven topics of interest, and will be placed into classes for around five of these topics There is rotation to a new topic approximately every five weeks. Students can make choices and pursue their personal interests through the choice of courses. Approximately 12 topics are offered each year.

Courses Available

- Exploring Life's big questions
- A World of Inequality
- Finding God Within
- Being Around Disability
- I Am Loved
- Finding God in Nature
- Who Is Jesus?
- Post-Modern Theology
- The Philosophy of God
- Jesus Christ, Movie Star!
- The Human Quest for Spirituality
- Healing or Harm?
- Aboriginal Spirituality
- Science And God -The Big Bang

Assessment

There are no formal VCE tasks for these courses. Each course has classwork and an assessment component that students must complete.

Pathways

Teaching, Theology, Law, Medicine, Human Geography, Research, Business, Environmental Studies, Faith-Centered Vocations.

Year 12 students have a choice of three possible pathways available:

TEXTS & TRADITIONS (Units 3 & 4) OR **RELIGION & SOCIETY (Units 3 & 4)** OR **INTERNAL RE**

INTERNAL RELIGIOUS EDUCATION: COURSES

HEALING OR HARM: BIOETHICAL ISSUES

Students have the opportunity to deepen their understanding of ethics and broaden their knowledge of ethical issues. They will explore contemporary issues, with a specific focus on euthanasia and preimplantation genetic diagnosis (PGD). Students will consider various perspectives in a range modern day bioethical dilemmas, seeking to understand the role of religion in shaping understandings. They will apply the Catholic perspective and use ethical frameworks and bioethical principles to develop understandings of alternate viewpoints. Knowledge and understandings will be developed throughs students engaging in respectful dialogue and debate, evaluating arguments and reflecting on personal beliefs related to the bioethical issues discussed.

POST MODERN THEOLOGY

Students will explore the history of the human pursuit for meaning, including divine and natural revelation, alongside key ideas from philosophy and psychology. Students will be guided through a critique of post-modernity and examine the theological responses that have emerged from this movement. They will investigate the ongoing influence of these theological, social and cultural developments in contemporary society. Students will consider how humans perceive reality and how beliefs are formed, drawing on psychological and philosophical perspectives. Core themes will include the perception of reality, the role of interpretation, and the processes through which individuals and communities develop belief systems. Through engaging discussion and analysis, students will build a deeper understanding of how meaning is constructed in a post-modern world.

THE PHILOSOPHY OF GOD

This elective challenges students to consider questions such as: Is God real? What evidence is there for the existence of God? What are the different philosophical arguments for the existence of God? Students begin by considering the differences between ideas, opinions and arguments, and the importance of evidence to support arguments. They have the opportunity to develop an understanding of other key philosophical ideas, such as logical fallacies, and the validity of evidence, as well as skills in analysing arguments. From here, students examine classical arguments for and against God's existence. Students are given the opportunity to engage with the reasoning of philosophers such as Aquinas, Anslem, Hume and Dawkins using both text analysis and inquiries.

INTERNAL RELIGIOUS EDUCATION: COURSES

SCIENCE AND GOD - THE BIG BANG

Are Science and religion compatible? Is it "Science and God or "Science versus God." This course looks at the question "Where did we come from?" A comparison of "Creation" as presented in Genesis versus the scientific theory of evolution. This course also explores the story of the relationship between faith and reason from the world view of the ancient Hebrews, the beginnings of Science in the Greek world, the harmony that was achieved in the Middle Ages and the rift that opened with Galileo and Darwin. It goes on to look at "The Big Bang" and consider what science has revealed about the universe and the implications for Christianity. Students will be introduced to the Science & God topic with discussion relating to the scientific concept of evolution compared with the Genesis 1 presentation of Creation. Then follow a learning journey that relates to the question: Where did we come from? The scientific theory relating to how we developed into modern man is discussed introducing the concept of "Intelligent Design" . We explore the current debate between Creationism and Evolution, examination of our existence from the viewpoint of Darwin's Theory of evolution and a comparison to the Creation story as described in Genesis. Is Evolution a fairy tale, or better still is Creation a myth? Which account is the most likely to be true? This course unpacks scientific models and how accurate or inaccurate they may be.

EXPLORING LIFE'S BIG QUESTIONS

This elective offers the opportunity to explore the intersection of faith and reason, to understand God and the foundations of belief. It encourages students to think deeply about life's hardest questions, reflect on their own developing beliefs and consider how they might learn and live with intention. Everyone asks big questions at some point: Why do people suffer? Is there any good reason to believe in God? How do Catholic fundamentals contribute to their ethical teachings? Can faith and science work together? This course creates space to explore these questions with honesty, curiosity and respect. Rather than assuming everyone already believes—or that everyone agrees—the course uses the approach of 'reasoned reflection', known as apologetics, and students are challenged to consider a range of perspectives. They will have opportunities to explore how Catholics used philosophy, theology, Scripture and ethical principles to respond to difficult questions with the intention of understanding how people make meaning through their faith. Students will participate in thoughtful discussions and careful analysis to further developing their critical thinking skills. The goal is not to force answers, but to equip students with tools for thoughtful discussion, whether they are defending their faith, questioning it, or simply trying to understand how people make meaning.

FINDING GOD WITHIN

This course is an introduction to Ignatian meditation and discernment. It aims to help students experience more meditation and contemplative prayer in the Ignatian tradition, using a variety of meditation techniques, reflections, journaling, and visualisations as methods to help students engage in this practice. It is hoped they will develop skills and experience in finding time for quiet meditation and communication with God and connecting their spirituality with everyday life. They will be invited to practice opportunities to integrate prayer, reflection, and discernment into their daily routines, cultivating a deeper awareness of God's presence and active involvement in their world around them.

INTERNAL RELIGIOUS EDUCATION: COURSES

POST-MODERN THEOLOGY

This course is centred in the history of the human pursuit of meaning, divine and natural revelation, current philosophy and psychology. The central themes explored are the perception of reality, psychological mechanisms in interpreting phenomena, the philosophy of interpretation of reality, the formation of belief, the development of humanity, society and theology, social hegemonies, the rise of 'the individual', generational change, civil religions and current-day perspectives on meaning, purpose and belief. This course is a critique of post-modernity and the theology that developed as a result of post-modernity as well as the ongoing influences of those theological, social and cultural movements. Students will learn about how we perceive reality and how we develop belief. If you're interested in how we make sense of the world around us, whether what we believe is real and how easily people can arrive at false conclusions and convince themselves and others of what they think, you'll definitely find this interesting. *"Two of my favourite things we covered in the course were philosophy and the perception of reality. It like really made my mind bend and I loved thinking hard about those things, as I'd never really done that before."*

WHO IS JESUS?

As students' journey through their final year of Catholic education, this course offers the chance to solidify their knowledge and understanding of the Catholic faith, and to (finally?) ask those questions that need clarification. Students will explore the basic teachings and understandings of The Church, considering a variety of questions on Christianity, scripture and the Catholic Church that all graduates of a Jesuit School should be able to answer. This elective is structured in a question and answer format. It will also provide the opportunity for students to investigate what is known of the person of Jesus Christ, looking both at his Humanity and Divinity, and the person portrayed in the Gospels.

I AM LOVED

In this course we explore a relationship of love, where each desires to give and receive from the other. Moving from our own experience of love, we move to the gift of God's love. The purpose of this course is to experience retreat in daily life, to remember, experience and express love. Students will participate in the First Spiritual Exercises and invite an experience of the living God who desires a personal relationship with everyone. Are you looking for a new, refreshingly simple and relevant way to pray? The prayers of the First Spiritual Exercises have the power to invite growth and ignite freedom, if you dare to be open to experience such an encounter! Students say 'this experience has changed my mind about meditation and has allowed me to do more in my own time and at home to destress from year 12 VCE.

INTERNAL RELIGIOUS EDUCATION: COURSES

ABORIGINAL SPIRITUALITY

Students will have the opportunity to develop their understanding of, and engage in, dialogue about Aboriginal spirituality. They will explore the aboriginal perspective to develop an understanding of Acknowledgement of Country, The Dreaming, and Treaty and reconciliation. They will consider the impact of colonisation, and the connection of the significance of land for Aboriginal Spirituality and messages in Laudate Si. Students will engage in respectful intercultural dialogue as they explore points of intersection in Aboriginal spirituality, and the Catholic tradition, including liturgy and the approach of the Jesuits to Aboriginal Spirituality.

A WORLD OF INEQUALITY

This unit examines ways in which inequality continues to exist in our world. Focusing on the Catholic Social Teaching principle of Human Dignity, and inspired by the Jesuit call to serve, accompany and advocate for those on the margins, this topic explores the equal value and dignity the Catholic faith affords to all human beings, with a focus on the humanity of the marginalized in our society. Students will have the opportunity to explore modern examples of exploitation and inequality, and consider the ways in which their own attitudes, actions and decision making can contribute to both the perpetuation of, and solutions to, social justice issues in our society.

THE HUMAN QUEST FOR SPIRITUALITY

Spirituality and religion have been an integral part of the development of human societies, forming part of cultural knowledge and understanding that is passed from generation to generation through a process of spiritual and religious socialisation. This course considers why it seems that humans have always a need for spiritual beliefs, or to 'search for meaning', Students will consider specific ideas evident through the work of anthropologists, as well as the way in which religion and society interact and influence one another.

INTERNAL RELIGIOUS EDUCATION: COURSES

FINDING GOD IN NATURE

In this course students will explore their relationship with nature and reflect on how creation reveals the presence of God. Through both indoor learning and outdoor experiences, students will be encouraged to develop an understanding of ecological spirituality and the importance of caring for creation. They will examine key ideas from Laudato Si', including responsibility for the environment, the care of the poor, and the interconnectedness of everything in creation. They will explore the Jesuit integral ecology, recognising the links between environmental care, social justice and wellbeing. Through mindfulness and meditation in nature, student will have the opportunity to reflect on finding God in all things. They will also investigate how the Jesuit community responds to global environmental challenges. Throughout, students will be challenged to consider their own responsibility as stewards of creation and how they can care for our common home.

I AM LOVED

In this course we explore a relationship of love, where each desires to give and receive from the other. Moving from our own experience of love, we move to the gift of God's love. The purpose of this course is to experience retreat in daily life, to remember, experience and express love. Students will participate in the First Spiritual Exercises and invite an experience of the living God who desires a personal relationship with everyone. Are you looking for a new, refreshingly simple and relevant way to pray? The prayers of the First Spiritual Exercises have the power to invite growth and ignite freedom, if you dare to be open to experience such an encounter! Students say 'this experience has changed my mind about meditation and has allowed me to do more in my own time and at home to destress from Year 12 VCE.

BEING AROUND DISABILITY

Students will reflect on, and learn, about disabilities: how they affect and impact individuals and families, and how people with disabilities can be impacted by bias and discrimination. Students will be challenged to unpack their personal bias, as well as their unconscious bias, and learn how to appreciate the diversity of people. They will learn about how disability can prevent people from participating fully in society and equally learn about how they can counter that with ways to support equity and equality, embracing the diversity of all people as important parts of God's creation.

JESUS CHRIST MOVIE STAR

How is Jesus portrayed 'on the big screen'? In this course, students explore the portrayal of Jesus Christ in cinema and stage, examining how his image, message, and role in religious and cultural contexts are represented in films including: The Passion of the Christ (2004), Jesus Christ Superstar (2012 musical), and Gran Torino (2008). Students will view and analyse key moments in these films from various perspectives, considering themes such as suffering and redemption, as well as how each film has reflected or reinterpreted biblical narratives. Through discussions and comparative analysis, students will investigate how these cinematic portrayals have influenced modern understandings of Jesus' life and teachings.

RELIGION & SOCIETY UNITS 3&4

AVAILABLE FOR ACCELERATION

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Religion initiates changes to society and vice versa, and the consequences of these dynamic processes are part of the scope of this study.

Course Description

In Unit 3, students consider the religious response to the human search for meaning. Religions have developed answers to big life questions in a truth narrative that offer ways of establishing meaning for human existence and all that exists. In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

Unit 4 focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society. In this unit students explore three specific challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

Units Studied

- The search for meaning
- Religion, challenge and change

Assessment

Unit 3: The search for meaning
Area of Study 1: Responding to the search for meaning (40%)
Area of Study 2: Expressing meaning (30%)
Area of Study 3: Significant life experiences, religious beliefs and faith (30%)

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Religion, challenge and change
Area of Study 1: Challenge and response (50%)
Area of Study 2: Interaction of religion and society (50%)
School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External Assessment

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

The 2 hour examination will contribute 50 per cent to the study score.

Pathways

Law, Medicine, Human Geography, Theology, Teachings, Sociology, Research, Business, Anthropology, Philosophy,

TEXTS & TRADITIONS UNITS 3&4

AVAILABLE FOR ACCELERATION

Xavier students have been awarded the Premier's VCE Awards for the Study of Texts and Traditions- 2021, 2020, 2019, 2017

Xavier College has a particularly proud tradition of sustained excellence in the Study of Texts and Traditions built up over many years.

2021 school results: 33% of students undertaking the study received scores greater than or equal to 40.

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. It equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions.

Course Description

Texts and Traditions is a subject that combines the disciplines of history, philosophy, scripture, literature and theology.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis. Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts.

In Unit 3 students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text.

In Unit 4 students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Students explore specific themes in the texts that help to communicate teachings, or understandings about the relationship between the transcendent and humans. They also consider the reinterpretation of texts at different times, using a significant theme within the set text as a means of investigating how the text has been reinterpreted in light of the theme.

Units Studied

- Texts and the early tradition
- Texts and their teachings

Assessment

Unit 3: Texts and the early tradition
Area of Study 1: The background of the tradition (30%)
Area of Study 2: Audience, purposes and literary aspects of the set texts (30%)
Area of Study 3: Interpreting texts (40%)

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Unit 4: Texts and their teachings
Area of Study 1: Interpreting texts (50%)
Area of Study 2: Religious themes and their teaching purpose (30%)
Area of Study 3: Themes in the later tradition and the later use of scripture (20%)

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

External Assessment

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

The 2 hour examination will contribute 50 per cent to the study score.

ARTS

All Arts VCE courses are available for 3&4 acceleration

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MEDIA: FILM & ANIMATION

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.
- Examination.

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

ARTS MAJOR STUDY OR ELECTIVE SEMESTER LONG

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

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

We create a street art inspired artwork 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

ARTS MAJOR STUDY OR ELECTIVE SEMESTER LONG

Attend a live theatrical performance. Create a collaborative performance.

Act. Direct. Write. Star.

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

1. Practical skills-based workshops.
2. Devising a dramatic performance.
3. Dramatic performances.
4. Written performance analysis.
5. Examination

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

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. Analogue 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
4. Examination

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).

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 drawings.
3. Hand Built Model
4. Presentation Board- CAD
5. 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, to represent the form and structure of objects.
- Students will design, use presentation drawings and digital modelling to present design concepts 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 DESIGN

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

Students will design, create and take-home a 3D printed prototype!

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
3. Messages- App Design

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
3. Marketing a Product
4. Product Mock Ups
5. 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, 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.

ART MAKING AND EXHIBITING UNITS 1&2

AVAILABLE FOR 1&2 and 3&4

We visit Top Arts at the NGV to view high achieving student works and folios as inspiration!

We visit multiple immersive gallery spaces in Term 3 to better understand exhibition and curation practices in the Melbourne arts industry.

From Unit 2 onwards students are able to select and explore their individually preferred art form/s. This can include painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, digital artworks, installations, performance, interdisciplinary practices, fashion, textiles and street art.

Engagement in visual art practices offers opportunities for students to develop initiative and enterprise as independent learners, in this course, students are encouraged to think critically and creatively to produce and analyse artworks. Through the process of art-making, students will develop skills in self-management, planning, organisation, and problem-solving.

Course Description

In Unit 1 and 2 Art Making and Exhibiting, students will explore materials, techniques and processes in relation to a range of art making practices. They will investigate how artists use aesthetic qualities to represent ideas in artworks. Students will also respond to a set theme and progressively develop their own ideas through art making, and learn how exhibitions are planned and designed through engagement with immersive exhibitions, whether they are in galleries, museums, alternative and/or site-specific spaces.

Units Studied

- Explore – Materials, Techniques, Art Forms
- Expand – Make, Present, Reflect
- Investigate - Research, Present
- Understand – Ideas, Artworks, Exhibition
- Develop – Theme, Aesthetic Qualities, Style
- Resolve – Ideas, Subject Matter, Style

Assessment

- Explore – Materials, Techniques, Art Forms
- Expand – Make, Present, Reflect
- Investigate - Research, Present
- Understand – Ideas, Artworks, Exhibition
- Develop – Theme, Aesthetic Qualities, Style
- Resolve – Ideas, Subject Matter, Style

Pathways

Studying Art at school opens the door to a range of careers in the creative industries. Art or Design, TAFE or Undergraduate/ Bachelor Courses Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic.

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

Fine Art can be studied as part of a double qualification, allowing students to explore multiple fields of interest such as arts, business, education, information technology, and law.

DRAMA UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

Drama teaches life skills useful for every human endeavour because it teaches us how to understand the way humans physically communicate, and allows us the freedom to image what other people might be experiencing, thus building empathy. Drama develops skills in imagination, empathetic recall, observation, and dramatic role-play builds confidence and a unique understanding of the self and the potential to be able to manipulate behaviour to better engage with the human condition. Drama develops life skills such as listening, collaborating, problem-solving, negotiating, as well as building self-esteem, courage and resilience. These are tangible skills which are useful in myriad applications.

Course Description

VCE Drama focuses on creating, presenting and analysing devised performances that students create, which include real or imagined characters, and are based on stimulus material that reflects our own personal, cultural and/or community experiences and stories. This study also involves analysing a students' own performance work as well as work by professional drama performers. This is a highly practical class, with students applying a range of play-making techniques, such as improvising and scripting, to explore traditional and contemporary performance styles to extend their creative means of expression.

Units Studied

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance
- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

Assessment

- Devising workshops, and tasks documenting the processes of devising
- Performing the devised work to an audience
- Analysing work and reflecting on the devising and presenting experience
- Attending a professional drama performances and analysing/evaluating performances
- Devising a solo and an ensemble performance
- Performing the devised work to an audience
- Analysing work and reflecting on the devising and presenting experience
- Attending s Australian drama performances and analysing/evaluating performances

Drama is the most dangerous of the art forms.

Students attend at least two live theatre performances a semester.

MEDIA UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

Do you know how much the media influences your everyday decisions and behaviours? Are your choices really your own? The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Students will be active participants in this space, engaging with the media in all its forms. Regardless of the career you choose, the skills and life lessons learnt in media are essential to your future success: inter-personal skills, learning to work in teams, lateral problem-solving, thinking creatively, seeing the big picture and the details, meeting deadlines and engaging in the world with heart and passion.

Course Description

In Media, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Units Studied

- Media Representations
- Media Forms in Production
- Australian Stories
- Narrative, Style and Genre
- Narratives in Production
- Media and Change

Top Designs is the VCE promotional showcase of exemplar works, Media students attend the showcase as an excursion.

https://museumsvictoria.com.au/melbournemuseum/learning/top-designs-2024/audio-descriptions/#media

You can choose to work in a media form you are passionate about and enjoy! (eg, photography, film)

Assessment

Unit 1

- Collaborative practical tasks
- Australian film study
- Written Report: Media forms, representations, and Australian stories

Unit 2

- Folio: Independent practical production in a medium of their choice
- Narrative across media forms
- Inquiry task and presentation

Pathways

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Students research and generate products based in film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms.

You will be able to build a portfolio of work which can be useful when applying for Arts-related courses post-Year 12.

Your final products will be showcased at the annual Xavier College Creative Arts Festival!

THEATRE STUDIES UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

Unit 1&2 Theatre Studies students work closely with the 3&4 students and therefore get an advanced detailed understanding of the challenges for the Year 12 study.

This is a subject which allows students to explore and develop their own specific interests and skills in the theatre.

Students learn practical skills using theatre technology, they will develop their skills in collaboration, problem-solving, time-management, and creative thinking. Students are encouraged to select this course to blend their academic and artistic interests.

Course Description

Theatre Studies incorporates the love of literature and history with interpreting and staging plays for an audience. It is a practical performance artform in which students interpret scripts from a range of eras and styles and apply imagination and collaboration to present these to an audience on stage.

Units Studied

- Exploring pre-modern theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance
- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production

Assessment

Unit 1

- Researching three different styles of theatre from separate historic periods prior to the 20th Century.
- Identifying and comparing conventions of the style and context of the era
- Reading and interpreting a key text from each period and style
- Developing practical skills in various production areas, inc: acting, directing, and design of: lighting, sets. make-up, costumes, sound production.
- Applying skills in production to scripts from various periods and styles.
- Presenting scene excerpts to an audience.
- Attending professional performances and analysing the style, application of production areas and interpretation.

Unit 2

- Researching three different contemporary styles of theatre. Identifying and comparing conventions of the style and context of the times it was written and first performed.
- Reading and interpreting a key text from each style Developing practical skills in various production areas, inc: acting, directing, and design of: lighting, sets. make-up, costumes, sound production.
- Applying skills in production to scripts from various styles. Presenting scene excerpts to an audience.
- Attending professional performances and analysing and evaluating the style, application of production areas and interpretation.

Pathways

Pathway to Theatre Studies Unit 3&4. Practical skills in theatre, event management, presentation management, Arts courses.

VISUAL COMMUNICATION DESIGN UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

Incursions include industry lead marker rendering, and illustration workshops to enrich learning experiences.

Guest speaker presentations with industry professionals and past OX design students present their design work and share their study and career experiences.

In Visual Communication Design students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Course Description

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental, and social factors, and the potential for design to instigate change.

Practical tasks across Unit 2 focus on the design of environments and interactive experiences. Methods, media, and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs. Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Units Studied

- Reframing Design Problems
- Solving Communication Design Problems
- Design's Influences and influences on Design
- Design, Place and Time
- Cultural Ownership and Design
- Designing Interactive Experiences

Assessment

Unit 1

- exploration of good design, documentation of human-centred research methods and findings relating to a design problem and a written brief identifying a communication need
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand
- presentation of design concepts for a critique
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object

Unit 2

- a folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.
- investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge and creation of personal iconography in a range of design exercises.
- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service.

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. Many of our OX enter design courses after VCE, in particular the architecture, engineering and building construction pathways has been popular in recent years.

ART MAKING AND EXHIBITING UNITS 3&4

AVAILABLE FOR ACCELERATION

The study allows students to explore and experiment in creating, developing and engaging with the visual arts. This helps build a strong technical skill set through the development and refinement of artworks in response to criticism and reflection.

Course Description

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. Regular engagement with art galleries allows students to understand how the Arts industry contributes to cultural and economic capital of society. We visit a range of exhibitions as stipulated by the Study Design. Year 12 visit Top Arts in Term 1 to view artworks and inspirational high achieving folios. In Term 3 we visit a diverse selection of immersive art spaces to inform assessments focused on exhibitions, curation and conservation in the Melbourne Arts Industry.

Units Studied

- Collect – Inspirations, Influences, Images
- Extend – Make, Critique, Reflect
- Connect – Curate, Design, Propose
- Consolidate – Refine, Resolve
- Present - Plan, Critique
- Conserve – Present, Care

Assessment

Unit 3

- SAT: 30%
  Visual Arts Journal - influences and experimentation
  Artworks and critique reflection

- SAC 5%
  Exhibition response and proposal

Unit 4

- SAT 30%
  Resolved Artwork created in response to Unit 3 exploration
  Portfolio featuring exhibition intentions, criticism and reflection

- SAC 5%
  Conservation case study

External Assessment

The VCE external Examination contributes 30% to the study score.

Pathways

Studying Art at school opens the door to a range of careers in the creative industries. Art or Design, TAFE or Undergraduate/ Bachelor Courses Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic. Pursuing Visual Art at a tertiary level can directly lead to career options such as; artist, curator, conservator, photographer, educator, designer, filmmaker, museum coordinator, technician, art director and/or critic. Fine Art can be studied as part of a double qualification, allowing students to explore multiple fields of interest such as arts, business, education, information technology, and law.

Two students have been featured in Top Arts, the NGV exhibition of exceptional VCE student work since 2019.

In 2024, 29% of Study Scores were over 40.

DRAMA UNITS 3&4

AVAILABLE FOR ACCELERATION

Our students attend several professional performances each year.

Our students are regularly invited to audition for Top Acts as part of the VCAA Season of Excellence.

Developing drama skills of imagination, empathetic recall, observation and role-play builds confidence and a unique understanding of the self and the potential to be able to manipulate behaviour to better engage with the human condition. Drama develops life skills such as listening, collaborating, problem-solving, negotiating, as well as building self-esteem, courage and resilience. These are tangible skills which are useful in myriad applications and areas of work.

Course Description

VCE Drama is a highly practical performing arts course in which students work collaboratively to devise, develop and present ensemble and solo performances. Students create work that reflects a specific performance style or one that draws on multiple performance styles. They use improvisation and scripting, amongst other play-making techniques, to extract dramatic potential from a range of stimulus material. Students then apply and manipulate drama-specific conventions, skills and production areas, such as costuming, props, sound production, etc, to create work which engages with an audience. Throughout the semester students attend live professional theatre with which to compare and contrast with their own work.

Units Studied

Unit 3

- Devising and presenting ensemble performance.
- Analysing a devised ensemble performance.
- Analysing and evaluating a professional drama performance

Unit 4

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance.

Assessment

Unit 3 (30%)

- Devising and presenting ensemble performance (20%)
- Analysing a devised ensemble performance (5%)
- Analysing and evaluating a professional drama performance (5%)

Unit 4 (10%)

- Demonstrating techniques of solo performance (5%)
- Analysing and evaluating a devised solo performance (5%)

External Assessment

Outcome 2: Devising a solo performance 35% of study score
The VCE external Examination contributes 25% to the study score.

Pathways

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

MEDIA UNITS 3&4

AVAILABLE FOR ACCELERATION

You will never watch a movie the same way.

Love photography? Learn to be a master.

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Course Description

In Media, students explore stories that circulate in society through a close analysis of a narrative. They consider social, historical, institutional, culture, economic and political contexts may influence the construction of narratives and audience readings. This includes the capacity of the media to be used by governments, institutions, audiences and the role of the Australian government in regulating the media.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. Students explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards presenting a final product.

Units Studied

- Narratives and their Contexts
- Research Development and Experimentation
- Pre-Production Planning
- Media Production
- Agency and Control in the Media

Assessment

School-assessed Coursework will contribute 20 per cent to the study score.

The School-assessed Task contributes 40 per cent to the study score.

Unit 3

- SAC Multimedia Presentation and Written Response: Narratives and their Contexts
- SAT: Research and Production Exercises
- SAT: Pre-production Plan

Unit 4

- SAC Essay or Written Report: Agency and Control in the Media
- SAT Product: A media product for a specified audience

External Assessment

The VCE external Examination contributes 40% to the study score.

Pathways

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

THEATRE STUDIES UNITS 3&4

AVAILABLE FOR ACCELERATION

An average of 50% of students in this subject have received a study score over 40.

Students in this study are often invited to audition for Top Acts.

Students learn time-management, resilience, being a self-starter, creative problem-solving, design skills, practical skills in using technology, making an artistic statement. Students broaden their general knowledge through explorations in classic literature and significant historic moments.

Course Description

In Unit 3 students develop an interpretation of a script, specialising in two production areas including: acting, lighting design, sound design, costume, make-up, set design, props, direction, etc., which they present to an audience. In Unit 4 they hone in on a specific scene and associated monologue which they interpret imaginatively and creatively for an audience. Throughout the year students attend a variety of professional productions to analyse and evaluate.

Units Studied

Unit 3

- Staging theatre
- Interpreting a script
- Analysing and evaluating a performance

Unit 4

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance.

Assessment

Unit 3 (30%)

- Outcome 1: Staging Theatre (60%)
- Outcome 2: Interpreting a script (15%)
- Outcome 3: Analysing and evaluating a performance (25%)

Unit 4 (15%)

- Outcome 1: Researching and presenting theatrical possibilities (30%)
- Outcome 3: Analysing and evaluating a performance (20%)

External Assessment

Outcome 2: Interpreting a monologue contributes 25% to the study score.

The VCE external Examination contributes 30% to the study score.

Pathways

This subject leads directly to working in the theatre, specialist courses in Stage Management or other theatre courses. This is a subject which builds skills in problem-solving, applied learning, negotiation and collaboration, creativity and imagination. The research skills into history and literature inform wider liberal arts courses.

VISUAL COMMUNICATION DESIGN UNITS 3&4

AVAILABLE FOR ACCELERATION

Three Xavier students have been represented in Top Designs at Melbourne Museum – only students performing in the top 10% of the state are selected.

Incursions, excursions and guest speaker presentations form an important part of the coursework and learning experiences.

Strong trends indicate many of our design students are entering design courses after VCE – popular pathways include architecture, engineering, building construction, multimedia, UX design and content creation.

Throughout Unit 3, students explore and experience the ways in which designers work, while also analysing the work that they design. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. The Discover, Define and Develop phases of the VCD design process is used to address a selected design problem.

In Unit 4, the VCD design process continues, resolving design concepts and presenting solutions for two distinct communication needs. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

Course Description

In Visual Communication Design students will gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students explore the VCD design process, to discover, define develop and deliver resolved design concepts for two distinct communication needs. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

Units Studied

- Professional Design Practice
- Design Analysis
- Design Process: Defining Problems and Developing Ideas
- Design Process: Refining and Resolving Design Concepts
- Presenting Design Solutions

Assessment

School-assessed Coursework will contribute 20 per cent to the study score.

The School-assessed Task contributes 50 per cent to the study score.

Unit 3

- SAC 1: A comparative case study of designers in selected design field(s) and two practical design exercises documenting emerging skills in selected field(s) of practice.
- SAC 2: A comparative analysis of design examples.
- SAT Folio: Research, the brief, generation of ideas, critique presentation and evaluation.

Unit 4

- SAT Folio: Development, refinement, resolution, and the pitch of design concepts for two distinct communication needs.
- SAT Folio: Two distinct final presentations that fulfil communication needs and design criteria.

External Assessment

The examination will contribute 30% to the study score.

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. Many of our OX enter design courses after VCE, in particular the architecture, engineering and building construction pathways has been popular in recent years.

COMMERCE AND ENTERPRISE

Commerce and Enterprise at a Year 10 Level allows for students to explore several business-related topics while linking them to real-world events and preparing them for VCE. The year 10 Commerce subject offers students a foundational insight into three VCE subject areas—Accounting, Economics, and Legal Studies. The aim of this course is to introduce and entice students to undertake VCE Commerce subjects in years 11 and 12.

Year 10 Business Management introduces students to a few key concepts from VCE Business Management Unit 3 focusing on three key areas: Management Characteristics, Human Resource Management (Motivation) and Operations Management. The aim of this course is to equip students with foundational skills and knowledge linked to real-world examples and is especially useful for students who would like to accelerate into the 3 / 4 Business Management.

In Years 11 and 12 students are able to choose from four VCE Commerce subjects – Accounting, Business Management, Economics, Legal Studies and VET Business:

- VCE Accounting explores and applies the financial recording, reporting, analysis and decision-making systems and processes of a sole proprietor trading business.

- The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

- VET Business provides students with practical, industry-focused skills and knowledge in areas such as customer service, communication, teamwork, administration, and business operations. Through hands-on learning and real-world applications, students gain valuable experience that prepares them for employment, further training, or future studies in business-related fields.

- VCE Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making.

- VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Year 10

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BUSINESS MANAGEMENT 65

Year 11

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THE FOUR VCE COMMERCE & ENTERPRISE SUBJECTS

ACCOUNTING

BUSINESS MANAGEMENT

ECONOMICS

LEGAL STUDIES

Commerce and Enterprise: A multi-skilled approach

Undertaking more than one Commerce and Enterprise subject at VCE can provide synergies as students are provided with different perspectives which may be relevant to skills and knowledge in each subject. This also evident in the real world where business professionals are often required to employ and harness multifaceted skills as these examples suggest:

- **Corporate Sector:** Business Management and Accounting prepares students for roles in management, finance, and operations. While Economics can add analytical rigour, and Legal Studies links to compliance and corporate governance roles.
- **Entrepreneurship and Start-Ups:** Business Management teaches strategic planning and leadership. Accounting ensures financial literacy, while Legal Studies helps navigate contracts, intellectual property, and regulatory requirements. The study of Economics supports an understanding of market analysis and pricing strategies.
- **Government and Public Service:** Economics and Legal Studies are highly relevant for careers in policy development, public administration, and regulatory bodies. Accounting relates to roles in budgeting and financial oversight, while Business Management is associated to skills in understanding organisational leadership.
- **Legal and Financial Services:** Legal Studies and Accounting are foundational for careers in law, taxation, auditing, and financial planning. Economics enhances understanding of financial markets, and Business Management can provide foundations knowledge about client relations and the conceptual understanding of strategic growth.

	ACCOUNTING	BUSINESS MANAGEMENT	ECONOMICS	LEGAL STUDIES
Core Focus:	How financial data is recorded, reported, and analysed.	How businesses are planned, operated, and transformed.	How resources are allocated and economic decisions are made.	How laws are created, interpreted, and applied in society.
Thinking style required:	Methodical and detail-oriented thinking.	Strategic and creative thinking.	Analytical and logical reasoning.	Critical and evaluative thinking.
Benefits of studying this subject:	• Builds financial recording and reporting skills. • Teaches budgeting and performance analysis. • Emphasises ethical decision-making.	• Builds strategic thinking and leadership. • Explains how businesses operate and grow. • Covers marketing, operations, and HR. • Develops versatile, workplace-ready skills.	• Builds analytical and evaluative thinking. • Teaches data interpretation and policy analysis. • Explores global and national economic trends. • Covers micro and macroeconomic concepts.	• Explains Australia's legal system and structure • Builds legal reasoning and critical thinking. • Covers criminal and civil law, rights, and reform. • Encourages understanding of justice and civic issues.
Why it matters in the Age of AI:	• Audits AI-driven financial systems. • Manages digital assets and transactions. • Advises on financial strategy in tech-based environments. • Ensures trust and integrity in financial reporting. • Builds essential skills for future finance professionals.	• Oversees AI integration in business operations. • Manages hybrid (human and AI) teams. • Aligns technology with human values and culture. • Prepares students for leadership in digital transformation. • Essential for future entrepreneurs, executives, and change-makers.	• Models AI's impact on jobs, inflation, and inequality. • Applies data analysis and forecasting skills. • Supports decision-making in tech, government, and global organisations. • Evaluates economic effects of automation and digital transformation. • Prepares students for future-focused policy and strategy roles.	• Regulates AI through laws and policies. • Drafts legislation for emerging technologies. • Resolves legal disputes involving AI systems. • Builds foundations for careers in law, ethics, and governance. • Prepares students to address legal challenges in a tech-driven world.
Career pathways:	• Accountant • Auditor • Financial planner • Bookkeeper • Tax consultant • Business analyst It is also a key subject for those pursuing further study in commerce, finance, or business law.	• Business ownership, • Project management • Marketing • Human resources • Operations management • Event management, • Executive leadership roles. It also provides a strong base for further study in commerce, business administration, and management.	• Economic analysis • Public policy • Finance • Banking • International trade • Consultancy • Journalism • Academia. It is also a strong foundation for university studies in economics, commerce, law, and political science.	• Law • Criminology • Policing • Public policy • Advocacy • Legal administration, and government. It also supports further study in legal practice, political science, and international relations.

COMMERCE

COMMERCE AND ENTERPRISE MAJOR STUDY | **SEMESTER LONG**

Course Description

This subject offers students a foundational insight into three VCE subject areas—Accounting, Economics, and Legal Studies. The aim of this course is to introduce and entice students to undertake VCE Commerce subjects in years 11 and 12.

Units Studied

1. Introduction to Accounting and business's financial statements
2. Introduction to Economics
3. Introduction to Legal – civil and criminal law

Key Skills

- Prepare financial statements
- Analyse and evaluate relevant financial and non-financial information
- Explain the basic economic problem
- Prepare and interpret a production possibility curve
- Explain the impact of trade on the circular flow of income
- Explain reasons for laws and evaluating the effectiveness of laws in criminal and civil cases

Assessment

Suitable tasks for assessment in this unit may include:

- Tests
- Researched reported
- Case studies
- Examination

Outcomes

In Year 10 Commerce students will be able to prepare financial reports as well as evaluate business performance. They will be able to explain the basic economic problem and how it necessitates economic decision-making based on costs and benefits, incentives and opportunity cost. Students will be able to understand the changing patterns of Australia's international trade and costs and benefits of globalisation. Students will also be able to understand reasons behind laws as well as evaluate how the principles of justice (fairness, equality and access) are achieved through legal institutions and processes.

BUSINESS MANAGEMENT

ELECTIVE **SEMESTER LONG**

Course Description

This course introduces students to some key concepts from VCE Business Management Unit 3 focusing on three key areas: Management Characteristics, Human Resource Management (Motivation) and Operations Management. The aim of this course is to equip students with foundational skills and knowledge linked to real-world examples and is especially useful for students who would like to accelerate into the 3 / 4 Business Management.

Units Studied

1. Management Characteristics
2. Human Resource Management (Motivation)
3. Operations Management

Key Skills

- identify, define, describe and apply business management concepts and terms to practical and / or simulated business situations.
- discuss, compare and evaluate business information and ideas
- analyse case studies and contemporary examples of business management

Assessment

Suitable tasks for assessment in this unit may include:

- Tests
- Researched reported
- Case studies
- Examination

Outcomes

Year 10 Business Management students will be able to identify the interests of stakeholders in a business, explain the different management styles and skills suitable in certain situations. They will also be able to justify motivation strategies and link these strategies to a motivational need from Maslow's Hierarchy of Needs. Students will be able to explain and discuss strategies a business can use in their operations to improve efficiency and effectiveness, as well as explain corporate social responsibility considerations for the key elements of a business's operation system.

VCE VET BUSINESS 1&2

This study enables students to:

- VET Business provides practical, hands-on learning for students interested in how businesses operate.
- Students develop workplace-ready skills and gain experience in administration, customer service, communication, and business technologies, while working towards a nationally recognised qualification.

Course Description

Students will develop transferable skills valued by employers across a wide range of industries. Successful completion can contribute to a VCE certificate and provide pathways into employment, apprenticeships, traineeships, or further study in business and related fields.

Units Studied

- Business communication and customer service
- Workplace health and safety
- Business technology and digital applications
- Workplace organisation and administration
- Teamwork and professional work practices

Assessment

Suitable tasks for assessment in this unit may include:

- Simulated workplace activities
- Observation of practical skills
- Case studies and business scenarios
- Written knowledge tests
- Digital business documents (e.g. spreadsheets, reports, forms)
- Electronic presentations
- Team-based projects
- Oral presentations and interviews
- Role plays and customer service interactions
- Research tasks

Pathways

VET Business can lead to employment opportunities in administration, customer service, retail, reception, and office support roles. It also provides a strong foundation for further study in business, commerce, management, marketing, human resources, accounting, event management, and related TAFE or university courses

ACCOUNTING UNITS 1&2

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a business
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making
- develop the capacity to identify, analyse and interpret financial data and accounting information
- develop and apply critical thinking skills to a range of business situations
- use financial and other information to improve the accounting decision-making within a business.
- develop the skills necessary to calculate the likely costs and returns when modelling a variety of options and make recommendations for a business

Course Description

VCE Accounting provides valuable experience in understanding the financial aspects of a business.

Unit 1 explores the establishment of a service business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information.

In Unit 2, students focus on inventory, accounts receivable, accounts payable and non-current assets for a trading business. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business and use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

Units Studied

Unit 1: The Role of Accounting in Business

- The role of Accounting
- Recording financial data and reporting accounting information for a service business

Unit 2: Accounting and decision-making for a trading business

- Accounting for and managing inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

Assessment

Suitable tasks for assessment in this unit may include:

- a folio of exercises
- structured questions
- an assignment/case study/report
- a classroom presentation
- a feasibility investigation of a business venture
- examination

Pathways

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

BUSINESS MANAGEMENT UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

This study enables students to:

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

Course Description

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business as well as taking a business idea and planning how to make it a reality. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Units Studied

Unit 1: Planning a Business

- The Business Idea
- Internal business environment and planning
- External business environment and planning

Unit 2: Establishing a Business

- Legal Requirements and Financial Considerations
- Marketing a Business
- Staffing a Business

Assessment

Suitable tasks for assessment in this unit may include:

- a case study analysis
- short-answer and extended-answer structured questions
- a business research report
- media analysis
- examination

Pathways

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

ECONOMICS UNITS 1&2

Studying Economics enables students to gain valuable insight into the economic problems that they may face individually and that we face collectively as a society; assisting students to make more informed and responsible decisions.

Course Description

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Units Studied

Unit 1: Economic Decision Making

- Thinking like an economist
- Decision making in markets
- Behavioural economics

Unit 2: Economic Issues and Living Standards

- Economic activity
- Applied economic analysis of local, national and international economic issues

Assessment

Suitable tasks for assessment in this unit may include:

- a folio of applied economics exercises
- a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a case study
- examination

Pathways

Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism, consulting and public policy.

LEGAL STUDIES UNITS 1&2

The study of Legal Studies promotes rational citizenship, students will become aware of the most important principles and aspects of political and legal systems. This knowledge supports a thoughtful consideration of the aims and operations of our legal system and the role our legal system plays in promoting the rule of law and democracy.

Course Description

VCE Legal Studies provides students with an opportunity to become knowledgeable about the principles and processes of Victoria's and Australia's legal systems, as well as considering international legal concepts, especially the recognition of human rights in the laws of Australia and other countries. Students learn about the nature of laws, their social importance, and the institutions- parliaments and courts- that create and amend laws, identify the major types of laws in our society- criminal and civil- and how criminal and civil disputes are adjudicated and resolved, including considering the sanctions and remedies that courts can award against convicted criminals and those found liable for civil wrongs. Students are required to consider the key principles of justice-fairness, access and equality-and how our legal systems and procedures seek to uphold these principles. Students conclude Unit 2 by investigating the legal concept of human rights and assessing how effectively Australian law protects human rights in comparison to another country. Across this course, students will apply their knowledge to actual and hypothetical scenarios concerning criminal and civil disputes.

Units Studied

Unit 1: The Presumption of Innocence

- Legal Foundations
- Proving Guilt
- Sanctions

Unit 2: Wrongs and Rights

- Civil Liability
- Remedies
- Human Rights

Assessment

Suitable tasks for assessment in this unit may include:

- Short-answer questions
- Extended response questions
- Oral presentation
- Research report
- Essays
- Examination

Pathways

VCE Legal Studies prepares students for a university or TAFE vocational study pathway to law, commercial law, legal services, public administration, government and public policy. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

ACCOUNTING UNITS 3&4

AVAILABLE FOR ACCELERATION

Students gain practical experience in accounting and develop an understanding of its importance in business and society. Throughout the course, students learn how to record, analyse and report financial information for a trading business. They build skills in interpreting accounting data and applying it to support decision-making. By the end of the course, students are able to use accounting information to provide advice on improving the operation and overall performance of a business.

Course Description

VCE Accounting provides valuable experience in understanding the financial aspects of a business.

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

In Unit 4, students further develop their understanding of accounting for a trading business owned by a sole proprietor using both manual methods and ICT to record and report. Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to the owner to improve the performance of the business.

Units Studied

Unit 3: Financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

Unit 4: Recording, reporting, budgeting, and decision-making

- Extension of recording and reporting
- Budgeting and decision-making

Assessment

Suitable tasks for assessment in this unit may include:

- Structured questions (manual and ict-based)
- Folio of exercises (manual and ict-based)
- A case study (manual and ict-based)
- A report (written, oral or ICT-based)

Unit 3 outcomes 25%

Unit 4 outcomes 25%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Accounting prepares students for a university or TAFE vocational study pathway to business or commerce leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning

BUSINESS MANAGEMENT UNITS 3&4

AVAILABLE FOR ACCELERATION

This study enables students to:

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

Course Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. Students investigate theoretical models to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance and they investigate the importance of leadership in change management. This study uses business case studies from the past four years to enable students to evaluate and compare theoretical perspectives with current practice.

Units Studied

Unit 3: Managing a Business

- Business Foundations
- Human Resource Management
- Operations Management

Unit 4: Transforming a Business

- Reviewing Performance - the Need for Change
- Implementing Change

Assessment

Suitable tasks for assessment in this unit may include:

- a case study
- structured questions
- an essay
- a report

Unit 3 outcomes 25%

Unit 4 outcomes 25%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

ECONOMICS UNITS 3&4

This study enables the student to:

- understand the role of consumers, businesses and governments in the economy
- understand and apply relevant economic theories, concepts and tools
- examine and evaluate the nature and consequences of economic trade-offs
- use economic methods of inquiry and tools to analyse the economic causes and consequences of contemporary events on local, domestic and international economies
- develop an understanding of how the Australian economy operates
- foster an understanding of how Australia's economic relationships with other economies and global economic institutions influence living standards and long-term prosperity
- evaluate the effectiveness of government responses to economic situations
- develop a critical perspective and think creatively about approaches to economic problems that might arise.

Course Description

Through studying Economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy.

Units Studied

Unit 3: Australia's Living Standards

- An introduction to microeconomics: the market system, resource allocation and government intervention.
- Domestic macroeconomic goals
- Australia and the international economy

Unit 4: Managing the economy

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Assessment

Suitable tasks for assessment in this unit may include:

- a folio of applied economics exercises
- an extended response
- an essay
- a report
- a data analysis
- a media analysis
- a case study
- structured questions.

Unit 3 outcomes 25%
Unit 4 outcomes 25%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism, consulting and public policy.

LEGAL STUDIES UNITS 3&4

AVAILABLE FOR ACCELERATION

Knowledge gained from Legal Studies provides not only a basis for informed citizenship, but also provides students who pursue tertiary studies in law, commercial law, public administration, government, and public policy with a durable foundation of knowledge about the operation of Australia's system of law and government.

Course Description

In Unit 3, students develop the knowledge gained in Units 1 and 2 by investigating the operation of Victoria's criminal and civil justice systems. Students evaluate the extent to which each system achieves the principles of justice in determining criminal cases and resolving civil disputes. They examine the rights of victims and accused persons, including the presumption of innocence, as well as the purposes and effectiveness of criminal sanctions. Students also explore the nature of civil disputes and how individuals who suffer a civil wrong may seek remedies through the civil justice system.

In Unit 4, students explore the political and legal framework of Australia's constitutional representative democracy, examining the powers and restraints placed on the people's parliament, including the power to change the Constitution through a referendum.

Students conclude Unit 4 with an investigation of the lawmaking powers and relationships of Australia's law-making institutions, the parliaments, and the courts. Finally, students investigate how laws can be changed by parliaments and the courts, and the role that law reform bodies and the people can play in instigating law reform.

Knowledge of contemporary examples of criminal and civil cases, judicial and parliamentary law-making , constitutional change and law reform is important, along with the ability to apply legal principles to hypothetical scenarios.

Units Studied

Unit 3: Rights and justice

- The Victorian criminal justice system
- The Victorian civil justice system

Unit 4: The people, the law and reform

- The people and the law-makers
- The people and reform

Assessment

Suitable tasks for assessment in this unit may include:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises

Unit 3 outcomes 25%
Unit 4 outcomes 25%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Legal Studies prepares students for a university or TAFE vocational study pathway to law, commercial law, legal services, public administration, government and public policy. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

ENGLISH

Year 10

English 76

For more details about the comparisons between English, Language and Literature courses CLICK HERE

Year 11

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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 2027. 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. Creative Writing
2. Film Study
3. Text Exploration
4. Contemporary Issues Analysis

Key Skills

- Students use a wider vocabulary and distinguish between inclusive and exclusive language in interactions.
- They express and present opinions about texts, exploring language that conveys views and values.
- When speaking to audiences, students deliver structured spoken texts using suitable forms, including digital or multimodal elements, and experiment with formality and voice.
- Students read and view a wide range of texts, focusing on how vocabulary, syntax, and punctuation express meaning.
- They analyse and evaluate how texts represent diverse contexts and compare their evolving impressions.
- Students synthesise their own interpretations and evaluate how language, images, and sound reflect values and beliefs.
- They assess how text structures, language features, literary devices, and intertextuality work together to shape meaning.
- They evaluate the purpose-driven structures of various text forms and how voice is used to evoke emotion and create aesthetic qualities.
- In writing and speaking, students develop a sustained voice to explore complex ideas and tailor multimodal elements to purpose and audience.
- They revise and refine texts, experimenting with structure, grammar, vocabulary, and spelling to achieve precision, cohesion, and stylistic effect.

Assessment

- Creative Writing.
- Informative Writing.
- Text Analysis.
- Argument and language analysis.
- Oral presentation.

VCE Literature

VCE English & EAL

VCE English Language

ENGLISH UNITS 1&2

Conditional requirement: see page 17 for entry requirement details

This study enables students to extend their English language skills through thinking, listening, speaking, reading, viewing and writing and enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms.

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Students will make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Students will develop their writing skills in order to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes. In this study, students will practice their own writing to convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences including constructing a point of view for oral presentation.

Units Studied

Unit 1

- Reading and exploring texts
- Crafting texts

Unit 2

- Reading and exploring texts
- Exploring argument

Assessment

- Personal response to a set text
- Creative text
- Written explanation
- Analytical response to text
- Written analysis of argument, language and techniques
- Oral presentation of argument

ENGLISH LANGUAGE UNITS 1&2

In this study, students will develop the capacity to use metalanguage, think critically about the role of language in society, and communicate their insights through discussion, analytical commentary, and written responses.

Course Description

The study of English Language focuses on the nature of language and how it functions in various contexts. Students become more aware of the structures, features and conventions of language, enabling them to explore how people use language to construct meaning, build relationships, establish identity and assert power. They develop ability to analyse language objectively, with precision, and to consider how language evolves and is shaped by social and cultural contexts.

Students will investigate the subsystems of language—such as phonetics, morphology, syntax and semantics—and explore how these work together to create meaning. They will examine a range of spoken, written and multimodal texts in context, identifying linguistic choices and their effects on communication. Through their own writing, students will apply their understanding of language to craft analytical and discursive responses tailored to specific audiences, purposes and contexts.

Units Studied

Unit 1

- Language and communication
- Language and identity

Unit 2

- Language change
- Language in contemporary Australian society

Assessment

- Short-answer responses using metalanguage
- Analytical commentaries on language use
- Essay or report exploring language and identity or change
- Oral presentation on language in media or public discourse

LITERATURE UNITS 1&2

AVAILABLE FOR 1&2 ACCELERATION iN 2028

In this study, students will have the opportunity to immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Course Description

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Units Studied

Unit 1

- Reading practices
- Exploration of literary movements and genres

Unit 2

- Voices in country
- The text in its context

Assessment

- Close analysis of selected passages
- Analytical essay
- Reading journal entries
- Creative response to a text(s)

ENGLISH UNITS 3&4

Conditional requirement: see page 17 for entry requirement details

This study will build on the learning established through F-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Units Studied

Unit 3

- Reading and responding to texts
- Creating texts

Unit 4

- Reading and responding to texts
- Analysing argument

Assessment

Unit 3 (25%)

- An analytical response to text in written form where students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- Two written texts constructed in consideration of audience, purpose and context. Students are to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4 (25%)

- An analytical response to text in written form where students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- An analytical response to argument in written form. Students should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year

External Assessment

The VCE external Examination contributes 50% to the study score.

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3&4

Conditional requirements: Subject to meeting specific requirement.

This study will build on the learning established through F-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying EAL English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Units Studied

Unit 3

- Reading and responding to texts
- Creating texts

Unit 4

- Reading and responding to texts
- Analysing argument

Assessment

Unit 3 (25%)

- An analytical response to text in written form where students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- Two written texts constructed in consideration of audience, purpose and context. Students are to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.
- Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through:
  - short-answer responses
  - note form summaries.

Unit 4 (25%)

- An analytical response to text in written form where students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- An analytical response to argument in written form. Students should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year

External Assessment

The VCE external Examination contributes 50% to the study score.

ENGLISH LANGUAGE UNITS 3&4

Students explore how language shapes meaning, identity and relationships, developing the skills to analyse the ways people use language to communicate, influence and connect in contemporary Australian society.

Course Description

The study of VCE English Language develops students' understanding of how language operates as a dynamic and powerful tool for communication. Through the exploration of spoken and written texts, students investigate how language conveys information, ideas, attitudes and values, and how language choices are shaped by purpose, audience and context. Students examine the features of language in contemporary Australian society, considering how language reflects and constructs individual, social and cultural identities. As they analyse language variation and change, students deepen their understanding of the relationship between language, identity and power, while refining their ability to discuss and evaluate language use with precision and insight.

Throughout the study, students explore the role of language in shaping individual, social and cultural identities. They examine the diverse varieties of English used in Australia and consider how language can signal group membership, establish solidarity, negotiate relationships and reflect power structures. By investigating how identities are imposed, challenged and negotiated through language, students develop an informed understanding of the connections between language, culture and society, while strengthening their ability to analyse language use in a range of contemporary contexts.

Units Studied

Unit 3

- Language variation and purpose

Unit 4

- Language variation and identity

Assessment

Unit 3 (25%)

- Analysis of one or more samples of formal language in any one or a combination of the following:
  - a folio of annotated texts
  - an essay
  - an investigative report
  - an analytical commentary
  - short-answer questions

Unit 4 (25%)

- For each outcome, any one or a combination of the following
  - a folio of annotated texts
  - an essay
  - an investigative report
  - an analytical commentary
  - short-answer questions

External Assessment

The VCE External Examination contributes 50% to the study score.

LITERATURE UNITS 3&4

Students are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Course Description

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students will immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Units Studied

Unit 3

- Adaptations and transformations
- Developing interpretations

Unit 4

- Creative responses to texts
- Close analysis of texts

Assessment

Unit 3 (25%)

- A written interpretation of a text, supported by close textual analysis, using a key passage
- An analysis of how textual form influences meaning
- Interpretation of a text's views and values within its historical, social and cultural context.
- Written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from a text.

Unit 4 (25%)

- Creative response to a text
- Close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text
- A close analysis of a text, supported by an examination of textual details, based on a selection of passages.

External Assessment

The VCE external Examination contributes 50% to the study score.

HEALTH AND PHYSICAL EDUCATION

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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. Biomechanics

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 of Biomechanics: Force and movement, Newtons 3 Laws, Linear Motion, Angular Motion, Projectile Motion, Levers.

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.
- 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.

PHYSICAL EDUCATION: TRAINING STRATEGIES

ELECTIVE **SEMESTER LONG**

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.

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. Skill Acquisition

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 and application of skill classification, stages of learning and practice strategies to improve performance.

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.
- 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.

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.

PHYSICAL EDUCATION UNITS 1&2

Students attend a rowing excursion that focuses on the links between how the musculoskeletal and cardiorespiratory systems work together to produce movement And also attend a ice Hockey to investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings.

The combination of theoretical understanding and applied practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Course Description

VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Units Studied

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?
- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Assessment

- a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.
- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- structured questions
- a critically reflective folio/diary of participation in practical activities
- a multimedia presentation or graphic organiser, concept/mind map, annotated poster,- physical simulation or model
- an oral presentation such as podcast, debate

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, medicine, biomedicine, allied health, education, recreation, sport development and coaching, health promotion and related careers

HEALTH AND HUMAN DEVELOPMENT UNITS 1&2

This course is designed to foster health literacy, as individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Course Description

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. VCE Health and Human Development provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Units Studied

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing
- Developmental transitions
- Health care in Australia

Assessment

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis

Pathways

VCE 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.

VCE VET SPORT, AQUATICS AND RECREATION UNITS 1 & 2 AND UNITS 3 & 4

This is both a VET & VCE qualification

Upon successful completion of the two year program students will be awarded the Certificate III Sports, Aquatics and Recreation as well as obtain a study score for inclusion in the ATAR.

This VET program is delivered within the school (not offsite), students will utilise the facilities and teachers at the College. This VET study aims to provide specific skills and knowledge required for roles in a range of sporting and recreational organisations. Leadership, organisation and specialist activity skills will be developed through theory and practical sessions.

Are you suitable? Consider this course if you:

- Are patient,
- Enjoy working with other people,
- Enjoy organising events and games,
- Are fit and healthy,
- Enjoy following sports.

Course Description

VCE VET Sport, Recreation and Aquatics enables students to develop knowledge of the sporting industry with relevant workplace skills. They will learn about the preparation of equipment required for sport and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide range of practical experiences, with students participating in these, as well as them facilitating and running events.

Units Studied

- What are the factors that you must consider when working with clients, managing or organising and event
- What are the OH&S and workplace safety checks needed?
- How do I provide a quality service?
- How to conduct sport, fitness and recreational events?
- How do I use social media tools for collaboration and engagement in sports?
- How to use business technology?
- How to respond to emergency situations and/ or use first aid?
- How to provide and maintain equipment for activities?
- How to plan and conduct programs?

Assessment

- This course has a strong focus on the practical aspects of the recreation industry
- OH&S/ Workplace safety tests and reports
- Planning and conducting events
- Case study analysis
- Multimedia presentation or graphic organiser, concept/ mind map, annotate posters
- Oral presentation, podcast, debate
- First Aid and CPR
- Coaching and refereeing assessments
- Writing reports
- Examinations.

Further study opportunties

- A range of Certificate IV courses including, Sport and Recreation, Sports Officiating, Sport Development, Outdoor Recreation, Sports Coaching
- Diploma of Sport and Recreation Management
- University – Recreation Management, Human Movement, Business Administration, Fitness Leadership, Physical Education Teaching, Outdoor Recreation.

Pathways

Completion of Certificate III in Sport, Aquatics and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres.

With additional training and experience, potential job outcomes may include:

- Coaching
- Sports Person
- Exercise Physiology
- Fitness Instructor
- Leisure/ Recreation officer
- Outdoor Education Instructor
- Personal Trainer
- Community and Sports Manager

PHYSICAL EDUCATION UNITS 3&4

AVAILABLE FOR ACCELERATION

Xavier College achieved the most study scores of above 40 in the state in 2020 (40% of students)

On average 1 student or more has achieved a study score of 50 since 2015 (No scaling occurs above 47 in Physical Education)

The average study score for Year 11 over the past 8 years is 37!

The combination of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Course Description

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Units Studied

- How are movement skills improved?
- How does the body produce energy?
- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment

Unit 3

- Outcome 1: Collect and analyse information from, and participate in, a variety of practical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles (50 Marks)
- Outcome 2: Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies. (Wrtten report - 50 Marks & Response - 25 Marks)

Unit 4

- Outcome 1: Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity (50 Marks)
- Outcome 2: Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components (Folio Task - 25 Marks, Written report 25 Marks & Response 20 Marks)

External Assessment

The VCE external Examination contributes 50% to the study score.

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, medicine, biomedicine, allied health, education, recreation, sport development and coaching, health promotion and related careers

HEALTH AND HUMAN DEVELOPMENT UNITS 3&4

Health and Human Development is a popular subject at Xavier, cohort numbers have tripled since 2020!

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, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it
- 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.

Course Description

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students will learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. This study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Units Studied

- Understanding health and wellbeing
- Promoting health and wellbeing
- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Assessment

Unit 3

- Outcome 1: Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status (50 Marks)
- Outcome 2: Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies (50 Marks)

Unit 4

- Outcome 1: Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing (50 Marks)
- Outcome 2: Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs (50 Marks)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE 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.

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3&4

AVAILABLE FOR ACCELERATION

Students will participate in one overnight camp in each Semester. The second camp is an overnight stay in the snow and includes some skiing/snowboarding activities!

This study enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments
- develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time
- develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- understand the implications of increasing awareness of sustainable environmental relationships
- critically analyse interactions with outdoor environments in shaping Australian cultural practices.

Course Description

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Units Studied

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990
- Healthy outdoor environments
- Sustainable outdoor environments

Assessment

Unit 3

- Outcome 1: Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences (50 Marks)
- Outcome 2: Analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences (50 Marks)

Unit 4

- Outcome 1: Evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences (50 Marks)
- Outcome 2: Analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences (50 Marks)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

HUMANITIES

Year 10

GEOGRAPHY 97

GEOGRAPHY: IN DEPTH 98

HISTORY 99

HISTORY IN DEPTH 100

HISTORY: REBELS AND REVOLUTIONARIES 101

POLITICS AND LAW 102

POLITICS: SPIN, SCANDALS & SOUNDBITES 103

Year 11

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POLITICS UNITS 1&2 106

Year 12

AUSTRALIAN HISTORY UNITS 3&4 107

EXTENDED INVESTIGATION UNITS 3&4 108

GEOGRAPHY UNITS 3&4 109

POLITICS UNITS 3&4 110

REVOLUTIONS UNITS 3&4 111

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 Geography curriculum: Environmental Change and Management and Geographies of Human Wellbeing. The first unit will consider the causes and consequences of environmental impacts and human responses to managing our environment. The second unit will investigate how human wellbeing is measured and the reasons for and implications of spatial differences in human wellbeing. Students will complete fieldwork to investigate an environmental change and the management of that environmental change.

Units Studied

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

Key Skills

- Develop a range of questions for a geographical inquiry related to a phenomenon, issue or challenge.
- Collect, process and compare information and data from primary and secondary sources, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate.
- Represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies.
- Interpret and evaluate information and data to make generalisations and predictions, analyse patterns and trends, infer relationships and make forecasts.
- Consider ethical values and perspectives to justify conclusions related to a phenomenon, issue or challenge using geographical concepts.
- Justify responses and develop and evaluate strategies using environmental, economic or social criteria, recommend a strategy and explain the predicted impacts.
- Explain and evaluate proposed actions, using geographical knowledge and concepts and appropriate methods, and incorporating and acknowledging research findings.

Assessment

- Research Tasks
- Topic Tests
- Fieldwork Report
- Examination

Outcomes

In Geography, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. Students explain the impacts of human activity on environments, and the effect of environments on human activity, over time. They analyse sustainability and how it can be considered to understand environmental issues. Students evaluate strategies to address a geographical phenomenon, issue or challenge using environmental, social and economic criteria. Students develop a range of relevant questions about a geographical phenomenon, issue or challenge. They collect, process, compare and represent relevant and reliable geographical information and data using geospatial technologies. Students interpret and evaluate information and data to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They consider ethical values and perspectives and justify responses to a phenomenon, issue or challenge.

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: IN DEPTH

Conditional requirements: Students who choose to study the full year Geography major study will not be able to choose this elective.

ELECTIVE **SEMESTER LONG**

Course Description

This elective offers students a foundational insight into VCE Geography. The aim of this course is to introduce and entice students to undertake VCE Geography in Year 11 and 12. This course introduces students to some key concepts and skills from VCE Geography Units 1 and 4 focusing on two key areas: Hazards and Disasters and Population Dynamics. The aim of this course is to equip students with rigorous literacy skills and knowledge linked to real world examples and is especially useful for students who may like to accelerate into the 3 / 4 VCE Geography course in Year 11.

Units Studied

1. Characteristics of hazards
2. Response to hazards and disasters
3. Population dynamics
4. Population issues and challenges

Assessment

Suitable tasks for this assessment may include:

- Analysis of Geographic Data
- Structured Questions
- Case Study
- Fieldwork Report
- Examination

Key Skills

- Develop a range of questions for a geographical inquiry related to a phenomenon, issue or challenge.
- Collect, process and compare information and data from primary and secondary sources, including research materials, using geospatial technologies and digital tools as appropriate.
- Represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies.
- Interpret and evaluate information and data to make generalisations and predictions, analyse patterns and trends, infer relationships and make forecasts.
- Consider ethical values and perspectives to justify conclusions related to a phenomenon, issue or challenge using geographical concepts.
- Justify responses and develop and evaluate strategies using environmental, economic or social criteria, recommend a strategy and explain the predicted impacts.
- Explain and evaluate proposed actions, using geographical knowledge and concepts and appropriate methods, and incorporating and acknowledging research findings..

Outcomes

In Unit 1, students study the characteristics of hazards and the response to hazards and disasters. Students start the unit by learning about the different types of hazards, the interconnection between hazards and the positive and negative impacts of hazards. Using specific case studies, there is a focus on volcanoes and earthquakes in which students study the human activities and natural processes that cause these geomorphic hazards, the impacts of each hazard and the responses to these impacts at local, national and global scales.

In Unit 2, students focus on trends and issues in the global human population. Students study population dynamics, including the current population, the distribution of population characteristics, demographic theories, the causes of population changes and migration. Students then study a country with a growing population and a country with an ageing population. For each country, they study the issues and challenges of the population, the distribution of the population, the effect of population movement, the factors that contribute to the impacts of the population issues, and strategies developed in response to those impacts. They also study the use of geospatial technologies in responding to population issues. Throughout this unit, students use their data analysis and analytical skills to answer questions based on population dynamics.

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, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequences.
- 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.
- Construct historical interpretations and arguments using relevant concepts, knowledge and evidence from historical sources.

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 | 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 Laws and Citizens. 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.

In the Laws and Citizens unit, 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. Laws and Citizens

Key Skills

- Develop and evaluate questions to investigate contemporary political, legal and civic issues.
- Evaluate information, data, perspectives and ideas from a range of sources on contemporary issues.
- Recommend changes to political, legal and/or civic institutions and justify these recommendations.
- Evaluate how the principles of justice (fairness, equality and access) are achieved through legal institutions and processes.
- Evaluate the power of Australian and international political actors with regard to contemporary issues, and these political actors' connections with institutions.
- Evaluate the effectiveness of democratic decision-making.
- Participate in and evaluate the methods and strategies of civic participation with regard to contemporary issues, from local to global.
- Construct evidence-based arguments using civics and citizenship knowledge, concepts and different perspectives, and determine the most effective method of communication.

Assessment

- Political Inquiry
- Political Essay
- Laws and Citizens Test
- Examination

Outcomes

In Politics: Power and Justice, students evaluate the Australian government's roles and responsibilities at a regional and a global level, including its international legal obligations. They analyse the Australian Constitution as the basis of the Australian system of government, the process for constitutional change and the role of parliaments and the High Court of Australia in protecting rights. Students compare this system of government with at least one other system in the Asia-Pacific region. They evaluate the roles of key democratic institutions in public discourse and ways of sustaining a resilient democracy. Students discuss individual and group participation in global issues and global citizenship. Using a range of sources and perspectives, students develop and evaluate questions to best investigate contemporary political, legal and civic issues, including global issues. They evaluate political, legal and civic institutions nationally and internationally. They evaluate the effectiveness of democratic decision-making and methods of civic participation, including by participating in civic processes. Students evaluate civics and citizenship issues using evidence and diverse perspectives.

Pathways

Politics: Power and Justice 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: Power and Justice are transferable and the skills are valuable in many industries.

POLITICS: SPIN, SCANDALS & SOUNDBITES

Conditional Requirements: Students who chose to study politics core will not be able to choose this elective.

ELECTIVE **SEMESTER LONG**

Course Description

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

Units Studied

1. Role of the Media
2. Government and Democracy
3. Current Political Issues and Events

Key Skills

- Develop and evaluate questions to investigate contemporary political, legal and civic issues.
- Evaluate information, data, perspectives and ideas from a range of sources on contemporary issues.
- Evaluate the power of Australian and international political actors with regard to contemporary issues, and these political actors' connections with institutions.
- Participate in and evaluate the methods and strategies of civic participation with regard to contemporary issues, from local to global.
- Construct evidence-based arguments using civics and citizenship knowledge, concepts and different perspectives, and determine the most effective method of communication.

Assessment

- Podcast
- Political Inquiry
- End of Semester Test

Outcomes

In this elective, students evaluate the Australian government's roles and responsibilities at a regional and a global level. Students compare this system of government with at least one other system in the Asia-Pacific region. They evaluate the roles of key democratic institutions in public discourse and ways of sustaining a resilient democracy. Students discuss individual and group participation in global issues and global citizenship. Using a range of sources and perspectives, students develop and evaluate questions to best investigate contemporary political, including global issues. They evaluate political institutions nationally and internationally. Students evaluate civics and citizenship issues using evidence and diverse perspectives.

Pathways

Politics: Spin, Scandals & Soundbites 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.

GEOGRAPHY UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

Students can gain a knowledge of the World around them and the issues facing the World. They learn many transferable skills, including data analysis, spatial thinking, communication, research skills and the use of technology. During their fieldwork, students learn about analysing primary and secondary sources, how to organise and analyse data in graphing software, and problem-solving skills. Students gain hands-on experience with geospatial technologies, using the programs that are used by industry leaders, such as ArcGIS and Google Earth. Geospatial technology is the biggest emerging field in geography, and the use of these technologies is an excellent transferable skill for future employment.

Course Description

In Unit 1, students study the characteristics of hazards and the response to hazards and disasters. Students start the unit by learning about the different types of hazards, the interconnection between hazards and the positive and negative impacts of hazards. They then focus on the characteristics and impacts of and the responses to volcanoes, before focusing more directly on a recent volcanic eruption, such as the Hunga Tonga–Hunga Ha'apai volcano that erupted in January 2022. Students then study the characteristics and impacts of and the responses to coastal erosion and sea level rise, focusing on a case study. Students complete fieldwork to study the impacts of the hazard and the responses to the hazard, before writing a fieldwork report.

The study of the characteristics and impacts of tourism is the focus of Unit 2 Geography. Students initially learn about the characteristics of the different types of tourism. They also learn about changes in tourism over time and the characteristics of ethical tourism. Students then select a country and complete a range of tasks to explore the characteristics of tourism, factors that influence tourism and the impacts of tourism in that country. They undertake a similar study of Tropical North Queensland, also completing virtual fieldwork to the Great Barrier Reef. Finally, they study the impact of tourism at a tourism site, collecting primary and secondary data to support their completion of a fieldwork report. All of the content covered is supported by the teaching of fieldwork report writing and communication skills, data analysis skills, case study analysis skills and evaluation skills. Students also use geospatial technologies to analyse and display data collected throughout the year.

Units Studied

Unit 1: Hazards and Disasters

- Area of Study 1: Characteristics of hazards
- Area of Study 2: Response to hazards and disasters

Unit 2: Tourism - Issues and challenges

- Area of Study 1: Characteristics of tourism
- Area of Study 2: Impact of tourism: issues and challenges

Assessment

Unit 1

- Characteristics of Volcanoes Test
- Volcanoes Case Study Assignment
- Fieldwork Report
- Examination

Unit 2

- Choose your own Case Study Assignment
- Tropical North Queensland Test
- Fieldwork Report
- Examination

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.

MODERN HISTORY UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present.

Course Description

This course focuses on some of the most significant events of our 'Modern History'. Unit 1 investigates the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. VCE Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. Students study the significant events of the late 19th and early 20th centuries including, the Russian Civil War, 1920s America, The Great Depression and the causes of World War Two. In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students study post-war Europe, the Korean War, the Cuban Missile Crisis, South African Apartheid and terrorism campaigns.

Units Studied

Unit 1: Change and Conflict

- Area of Study 1: Ideology and conflict
- Area of Study 2: Social and cultural change

Unit 2: The Changing World Order

- Area of Study 1: Causes, course and consequences of the Cold War
- Area of Study 2: Challenge and change

Assessment

- Evaluation of historical sources
- Extended responses
- Essays
- Historical inquiry
- Examinations

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 UNITS 1&2

Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. Students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and the ability to understand the global environment. Students are encouraged to be informed citizens, voters and participants in their communities.

Course Description

VCE Politics introduces students to key ideas relating to political power. They will explore how these ideas shape political systems and consider the nature of power in Australian democracy and in non-democratic political systems, the nature and influence of key political actors in Australia, including political parties, interest groups and the media. They will also consider the extent to which global actors co-operate and share visions and goals as part of the global community and investigate how the global community responds to issues of global conflict and instability. Students will investigate the key principles of democracy and assess how they are expressed, experienced and challenged in Australia and global settings. They study a contemporary political issue that challenges democratic ideas or practice. Throughout the year, students will discuss contemporary issues as well as historical political issues, this is a key component of students' experience in the classroom.

Units Studied

Unit 1: Politics, Power and Political Actors

- Area of Study 1: Power and National Political Actors
- Area of Study 2: Power and Global Political Actors

Unit 2: Democracy - Stability and Change

- Area of Study 1: Issues for Australia's Democracy
- Area of Study 2: Global Challenges to Democracy

Assessment

- Short-answer questions
- Extended response questions
- Research reports
- Essays
- Examination

Pathways

Politics 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 are transferable and the skills are valuable in many industries.

AUSTRALIAN HISTORY UNITS 3&4

AVAILABLE FOR ACCELERATION

Students will gain a much more detailed and complex understanding of the history of Australia. They will be surprised by much of the content, which may overturn what they had previously thought or even been taught. The discovery of new perspectives and the examination of Australia within a global perspective will provide fresh insight into how things have turned out the way they have. A strength of this study is that it will give students a stronger sense of their place in Australia and guide them beyond their schooling as they become adult actors in the continuing formation of this Nation.

Course Description

In Units 3 and 4 Australian History, students will develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story. The study of Australian history is considered both within a national and a global context. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous peoples.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. This study includes some of the significant turning points such as European settlement, the gold rushes, Federation, the passage of social, political, and economic reforms and the world wars. Students also examine aspects of the emergence of social movements that have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society.

Units Studied

Unit 3: Power and Resistance (1788 – 1998)

- Area of Study 1: Foundations
- Area of Study 2: Transformations

Unit 4: War and Upheaval (1909 – 1992)

- Area of Study 1: Foundations
- Area of Study 2: Transformations

Assessment

- A Historical Inquiry (12.5%)
- Evaluation of Historical Sources (12.5%)
- Extended Responses (12.5%)
- An Essay (12.5%)

External Assessment

The VCE external Examination contributes 50% to the study score.

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.

EXTENDED INVESTIGATION UNITS 3&4

AVAILABLE FOR ACCELERATION

Conditional requirements: Students must complete an application process for inclusion in this subject. This includes being able to identify the subject area for their investigation.

Students can visit the State Library to see the Top Talks presentations from high-achieving students in the previous year. Selected students share their original and rigorous independent research and findings through 8–10 minute presentations.

Students learn about the research process by selecting and defining a research question, designing and conducting research methods and writing, presenting and evaluating their results. This will prepare them for similar research units in tertiary studies, particularly preparing them for the independence and self-reliance required at a university level. Students will also be able to apply the skills that they have gained in their other VCE studies. Pathways from this subject include research at a university level, such as an Honours, Masters or PhD program in their area of interest.

Course Description

VCE Extended Investigation is a subject where students identify an area of interest and propose a research question to investigate within that area. The research question they select may be something based on a topic that they are already studying in another subject or be another area of interest. They will investigate their research question by designing and conducting a research project before then presenting their research. The presentation of research will be via a written report and an oral presentation, allowing students to develop and practice their skills in both areas. Throughout the subject, students will learn about analysing and evaluating arguments, developing a research question, research ethics, quantitative and qualitative research methods, and techniques for evaluating the usefulness of research methods.

Students will develop and apply research skills that are highly transferable into both their VCE studies and tertiary education pathways. They will learn project management skills to ensure that they can complete the research within a set timeframe with all available resources. Students are encouraged to be independent and self-reliant throughout the VCE Extended Investigation, preparing them for future research projects and extended academic studies. This subject is suitable for students who have a passion around a specific topic and wish to investigate it further, are able to manage their time effectively, have critical thinking skills, and are able to be independent and self-reliant throughout the process. The subject is particularly relevant for students who may be interested in completing research in higher education.

Units Studied

Unit 3: Designing and conducting research

- Area of Study 1: Thinking about arguments
- Area of Study 2: Developing a research question
- Area of Study 3: Planning and commencing the investigation

Unit 4: Completing and reporting research

- Area of Study 1: Thinking about research
- Area of Study 2: Completing a written report
- Area of Study 3: Presenting and defending findings

Assessment

Unit 3 (30%)

- Written rationale (7.5%)
- Written research plan (11.25%)
- Oral report (11.25%)

External Assessment

- Critical Thinking Test (10%)
- Unit 4 External Assessment (60%)
  - Written report, including evaluation (36%)
  - Oral presentation, including response to panel questions (24%)

External Assessment

- Unit 4 External Assessment (60%)
- Written report, including evaluation (36%)
- Oral presentation, including response to panel questions (24%)
- Critical Thinking Test (10%)

GEOGRAPHY UNITS 3&4

AVAILABLE FOR ACCELERATION

Fieldwork excursion to study the land use change at Hawthorn Grove Estate and visit the surrounding region.

Geospatial technologies is one of the biggest emerging fields for analysing data. Students will learn how to use these technologies and how they are used to address issues in the World.

Students can gain a knowledge of the World around them and the issues facing the World. They learn many transferable skills, including data analysis, spatial thinking, communication, research skills and the use of technology. During their fieldwork, students learn about analysing primary and secondary sources, how to organise and analyse data in graphing software, and problem-solving skills. Students gain hands-on experience with geospatial technologies, using the programs that are used by industry leaders, such as ArcGIS and Google Earth. Geospatial technology is the biggest emerging field in geography, and the use of these technologies is an excellent transferable skill for future employment.

Course Description

Students start Unit 3 Geography by studying the characteristics of land cover and the processes of land cover change. Using specific case studies, there is a focus on melting glaciers and ice sheets and deforestation in which students study the human activities and natural processes that cause these land cover changes, the impacts of each change and the responses to these impacts at local, national and global scales. Students then learn about land use change in the context of a local fieldwork site. They study the change from commercial to residential land uses at the Hawthorn Grove Estate site at 138 Barkers Rd, Hawthorn, focusing on the geographic characteristics of the site, the processes and reasons for the land use change and the impacts of the land use change. Students use primary fieldwork techniques, secondary sources and geospatial technologies to investigate this land use change.

Unit 4 focuses on trends and issues in the global human population. Students study population dynamics, including the current population, the distribution of population characteristics, demographic theories, the causes of population changes and migration. Students then study a country with a growing population and a country with an ageing population. For each country, they study the issues and challenges of the population, the distribution of the population, the effect of population movement, the factors that contribute to the impacts of the population issues, and strategies developed in response to those impacts. They also study the use of geospatial technologies in responding to population issues. Throughout this unit, students use their data analysis and analytical skills to answer questions based on population dynamics.

Units Studied

Unit 3: Changing the land

- Area of Study 1: Land cover change
- Area of Study 2: Land use change

Unit 4: Human population: trends and issues

- Area of Study 1: Population dynamics
- Area of Study 2: Population issues and challenges

Assessment

Unit 3 (25%)

- Analysis of Geographic Data (5%)
- Case Study (5%)
- Fieldwork Report (12.5%)
- Structured Questions (2.5%)

Unit 4 (25%)

- Analysis of Geographic Data (5%)
- Case Study (5%)
- Growing Population Case Study (7.5%)
- Ageing Population Case Study (7.5%)

External Assessment

The VCE external examination contributes 50% to the study score.

Pathways

Geography can be a prerequisite to enter a range of 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 through the study of Geography are highly employable and students are sought after because of their skills in communication, research and use of data.

POLITICS UNITS 3&4

AVAILABLE FOR ACCELERATION

Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing World. Students develop a critical understanding of the World in which they live and contemporary global issues. Students are provided with the opportunity to develop the awareness and critical thinking skills that underpin active citizenship and the ability to understand the global environment. Students are encouraged to be informed citizens, voters and participants in their communities.

Course Description

Students start Unit 3 Politics with an investigation of an issue that poses challenges to the global community, such as climate change, economic instability or the development of weapons of mass destruction. They will address the causes of the issue, the responses of global actors and evaluate the effectiveness of the responses. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people.

In Unit 4 students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

Units Studied

Unit 3: Global Cooperation and Conflict

- Area of Study 1: Global Issues, Global Responses
- Area of Study 2: Contemporary Crises: Conflict, Stability and Change

Unit 4: Power in the Indo-Pacific

- Area of Study 1: Power and the National Interest
- Area of Study 2: Australia in the Indo-Pacific

Assessment

School-assessed coursework for Units 3 & 4 will contribute 50% to the study score. Students complete the following assessments throughout the year:

- A Political Inquiry (12.5%)
- Analysis and Evaluation of Sources (12.5%)
- Extended Responses (7.5%)
- Short-answer Questions (12.5%)
- An Essay (5%)

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Politics 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 are transferable and the skills are valuable in many industries.

Politics equips students with the skills and knowledge for a range of tertiary studies, including political science, international relations, law, journalism, history, security and development studies, and any other field where critical thinking about the world's problems are valued.

REVOLUTIONS UNITS 3&4

AVAILABLE FOR ACCELERATION

Students will hone their writing skills and will be able to construct an argument about the past using historical sources as evidence, to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students will also analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same.

Course Description

In Units 3 and 4 Revolutions students will investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. Students will study two revolutions – the French Revolution in semester one and the Russian Revolution in semester two. They study the French Revolution from 1774 until 1795 and the Russian Revolution from 1896 until 1927.

Units Studied

Unit 3: The French Revolution (1774 – 1795)

- Area of Study 1: Causes of Revolution
- Area of Study 2: Consequences of Revolution

Unit 4: The Russian Revolution (1896 – 1927)

- Area of Study 1: Causes of Revolution
- Area of Study 2: Consequences of Revolution

Assessment

- A Historical Inquiry (12.5%)
- Evaluation of Historical Sources (12.5%)
- Extended Responses (12.5%)
- An Essay (12.5%)

External Assessment

The VCE external Examination contributes 50% to the study score.

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.

LANGUAGES

Year 10

FRENCH 114
ITALIAN 115
JAPANESE 116
LATIN 117

Year 11

FRENCH UNITS 1&2 118
ITALIAN UNITS 1&2 119
JAPANESE UNITS 1&2 120
LATIN UNITS 1&2 121

Year 12

FRENCH UNITS 3&4 122
ITALIAN UNITS 3&4 123
JAPANESE UNITS 3&4 124
LATIN UNITS 3&4 125

LANGUAGES

YEAR 5

Year-long ONE Language study – Choice 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 studies - 1 semester Latin 1 semester, French, Italian or Japanese

YEAR 8

Year-long COMPULSORY ONE Language study (OPTION FOR TWO) - Choice of French, Italian, or Japanese

YEAR 9

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

YEAR 10

FOUNDATION FOR VCE LANGUAGE PATHWAYS

Year-long OPTIONAL Language study –

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

VCE

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

FRENCH

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**

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

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

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**

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.

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.

FRENCH UNITS 1&2

Conditional requirements: French VCE 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10. Junior sequential study of French is recommended before starting Unit 1.

Did you know that the scale up of 11 for the French study score contributes to enhancing students' overall ATAR?

Did you know that Le Louvre in Paris is the most visited Art Museum in the world?

Did you know that, in past years, many Year 11 students participated in an exchange in Paris during the summer holidays?

Did you know that around 45% of English words are derived from French?

This study enables the student to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and
- leisure activities, lifelong learning and the world of work.

Course Description

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

Unit 1 and Unit 2

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Assessment

Unit 1

- OUTCOME 1
  Establish and maintain an informal, personal, spoken interaction in French on a selected subtopic.
- OUTCOME 2
  Interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.
- OUTCOME 3
  Present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Unit 2

- OUTCOME 1
  Respond in writing in French to spoken, written or visual texts presented in French.
- OUTCOME 2
  Analyse and use information from written, spoken or visual texts to produce an extended written response in French.
- OUTCOME 3
  Explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

ITALIAN UNITS 1&2

Conditional requirements: Italian VCE Units 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10. Junior sequential study of Italian is recommended before starting Unit 1.

Did you know that the scale up of 6 for the Italian study score contributed in past years to enhance nicely students' overall ATAR score?

Did you know that Italy has the most Unesco world heritage sites in the world?

Did you know that, in past years, many Year 11 students participated in an exchange in Florence during the summer holidays?

This study enables the student to:

- communicate with others in Italian in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Italian is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

Unit 1 and Unit 2

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Assessment

Unit 1

- OUTCOME 1
  Establish and maintain an informal, personal, spoken interaction in Italian on a selected subtopic.
- OUTCOME 2
  Interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English.
- OUTCOME 3
  Present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.

Unit 2

- OUTCOME 1
  Respond in writing in Italian to spoken, written or visual texts presented in Italian.
- OUTCOME 2
  Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.
- OUTCOME 3
  Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

JAPANESE UNITS 1&2

Conditional requirements: Japanese VCE Units 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10. Junior sequential study of Japanese is recommended before starting Unit 1.

Did you know that, in past years, many Year 11 students participated in an exchange in Japan during the summer holidays?

Did you know that many Japanese students have achieved an ATAR of 96 and over in past years because the study score scale up of 8 contributed nicely to enhance their overall ATAR score?

This study enables the student to:

- communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Japanese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge.

VCE Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

Unit 1 and Unit 2

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Assessment

Unit 1

- OUTCOME 1
  Establish and maintain an informal, personal, spoken interaction in Japanese on a selected subtopic.
- OUTCOME 2
  Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English.
- OUTCOME 3
  Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

Unit 2

- OUTCOME 1
  Respond in writing in Japanese to spoken, written or visual texts presented in Japanese.
- OUTCOME 2
  Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.
- OUTCOME 3
  Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

LATIN UNITS 1&2

AVAILABLE FOR 3&4 ACCELERATION

Conditional requirements: Latin VCE Units 1 & 2 is a year long study that builds upon skills, knowledge and understanding acquired in Years 7, 8, 9 and 10. A minimum of 200 hours of Latin is recommended before starting Unit 1.

The study of Latin provides students with a key to the literature, history and culture of the Roman world.

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society.

Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in the Latin texts.

Course Description

The study of Latin provides students with a key to the literature, history and culture of the Roman world.

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society.

Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in the Latin texts.

Units Studied

- Unit 1: Reading Latin
- Unit 2: Reading original Latin, including poetry

Assessment

Unit 1

- OUTCOME 1
  Read passages of Latin, translate them into fluent English and answer questions on the accidence and syntax of the passages
- OUTCOME 2
  Respond to questions on the content and context of a seen passage of Latin
- OUTCOME 3
  Translate passages of original Latin into fluent English and to answer questions on the accidence and syntax of the passages

Unit 2

- OUTCOME 1
  Translate a seen passage of both a prose author and a poet, and answer questions on the accidence and syntax of the passages
- OUTCOME 2
  Respond to questions on the purpose and style, and accidence and syntax of a seen passage of a Latin author
- OUTCOME 3
  Scan the hexameter line and understand how the poet makes use of this metre

Did you know that many Latin students have achieved an ATAR of 96 and over in past years because the scale up of 14 to 16 contributed greatly to enhance their overall ATAR score?

Did you know that Ancient Rome is underground hidden under modern Rome?

Did you know that, in past years, students had the opportunity to participate in a Tour of Roman heritage sites in Italy?

FRENCH UNITS 3&4

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Did you know that French is spoken across 5 continents?

Did you know that French is the third highest scaled subject in VCE and that many French students have achieved an ATAR of 96 and over in past years because the scale up of 11 contributed greatly to enhance their overall ATAR score?

This study enables the student to:

- communicate with others in French in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which French is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and
- leisure activities, lifelong learning and the world of work.

Course Description

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

Unit 3 and Unit 4

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

How about going to Paris next year and bring your knowledge on, gentlemen?

Assessment

Unit 3 (25%)

- Participate in a spoken exchange in French to resolve a personal issue
- Interpret information from texts and write responses in French
- Express ideas in a personal, informative or imaginative piece of writing in French

Unit 4 (25%)

- Share information, ideas and opinions in a spoken exchange in French
- Analyse information from written, spoken and viewed texts for use in a written response in French
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in French

External Assessment

The VCE external Examination contributes 50% to the study score.

It is organised in TWO PARTS, the Speaking Examination (12.5%) and the Written Examination (37.5%).

ITALIAN UNITS 3&4

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE Italian is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Italian is positively scaled, check VTAC guide for scaling trends

Did you know that Italy is a romantic, sun-drenched country offering exquisite Mediterranean food and vibe that you will thrive to experience as a local with your language knowledge?

This study enables the student to:

- communicate with others in Italian in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Italian is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

Unit 3 and Unit 4

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Assessment

Unit 3 (25%)

- Participate in a spoken exchange in Italian to resolve a personal issue
- Interpret information from texts and write responses in Italian
- Express ideas in a personal, informative or imaginative piece of writing in Italian

Unit 4 (25%)

- Share information, ideas and opinions in a spoken exchange in Italian
- Analyse information from written, spoken and viewed texts for use in a written response in Italian
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian

External Assessment

The VCE external Examination contributes 50% to the study score.

It is organised in TWO PARTS, the Speaking Examination (12.5%) and the Written Examination (37.5%).

JAPANESE UNITS 3&4

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE Japanese is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Did you know that Japanese is a highly scaled VCE study, and it contribute nicely to your overall ATAR score?

Japan is both ancient and modern in the way it functions and overlooks values and lifestyles?

Did you know it is one of the countries with the highest rate of centenarians simply because of the healthy way they eat?

This study enables the student to:

- communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Japanese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work.

Course Description

VCE Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics.

Students will develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Units Studied

Unit 3 and Unit 4

- Area of Study 1: Interpersonal communication
- Area of Study 2: Interpretive communication
- Area of Study 3: Presentational communication

Assessment

Unit 3 (25%)

- Participate in a spoken exchange in Japanese to resolve a personal issue
- Interpret information from texts and write responses in Japanese
- Express ideas in a personal, informative or imaginative piece of writing in Japanese

Unit 4 (25%)

- Share information, ideas and opinions in a spoken exchange in Japanese
- Analyse information from written, spoken and viewed texts for use in a written response in Japanese
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese

External Assessment

The VCE external Examination contributes 50% to the study score.

It is organised in TWO PARTS, the Speaking Examination (12.5%) and the Written Examination (37.5%).

LATIN UNITS 3&4

AVAILABLE FOR ACCELERATION

Conditional requirements: Students must undertake Unit 3 and Unit 4 as a sequence. VCE Latin is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Did you know that Latin is the highest scaled VCE study!

Did you know that, besides being the centre of a world founding civilisation, Rome is still a bursting city, full of delightful restaurants, nightlife, fashion houses and historical sites?

This study enables the student to:

- understand Latin texts
- understand Latin word order and sentence structure
- understand Latin use of grammar and syntax
- identify stylistic conventions used in Latin texts and their literary effects
- understand the ideas underlying Latin texts and their relationship to social, cultural, historical and mythological contexts
- develop an understanding of the enduring significance of the works of Roman writers
- analyse and evaluate the works of Latin writers
- make connections between Latin and English or other Romance languages
- develop general cognitive and analytical skills and an ability to think critically.

Course Description

VCE Latin introduces students to the texts of Latin authors, whose work has had a profound influence on the development of the literature and culture of our own society. Students develop an understanding of the accidence and syntax of Latin, which helps them to cope with the complexities of the texts of Latin authors of both prose and poetry. Students develop an understanding of the underlying historical, cultural, political, philosophical and mythological ideas contained in Latin texts.

Units Studied

- Unit 3: A Latin prose author or Latin poet
- Unit 4: Latin epic poetry

Assessment

Unit 3 (25%)

- Demonstrate knowledge of accidence and syntax and understanding of the content, context and purpose of the chosen work
- Translate an unseen passage from a Latin prose author.

Unit 4 - (25%)

- Explain and analyse the content, including the accidence and syntax, and context, as well as the literary, stylistic and structural techniques of the prescribed lines in the Aeneid
- Identify and discuss the issues raised by the themes and ideas of the prescribed lines and the Aeneid as a whole.

External Assessment

The VCE external Examination contributes 50% to the study score.

The study of etymology looks at the origin of words, many scientific and legal vocabulary derive from Latin!

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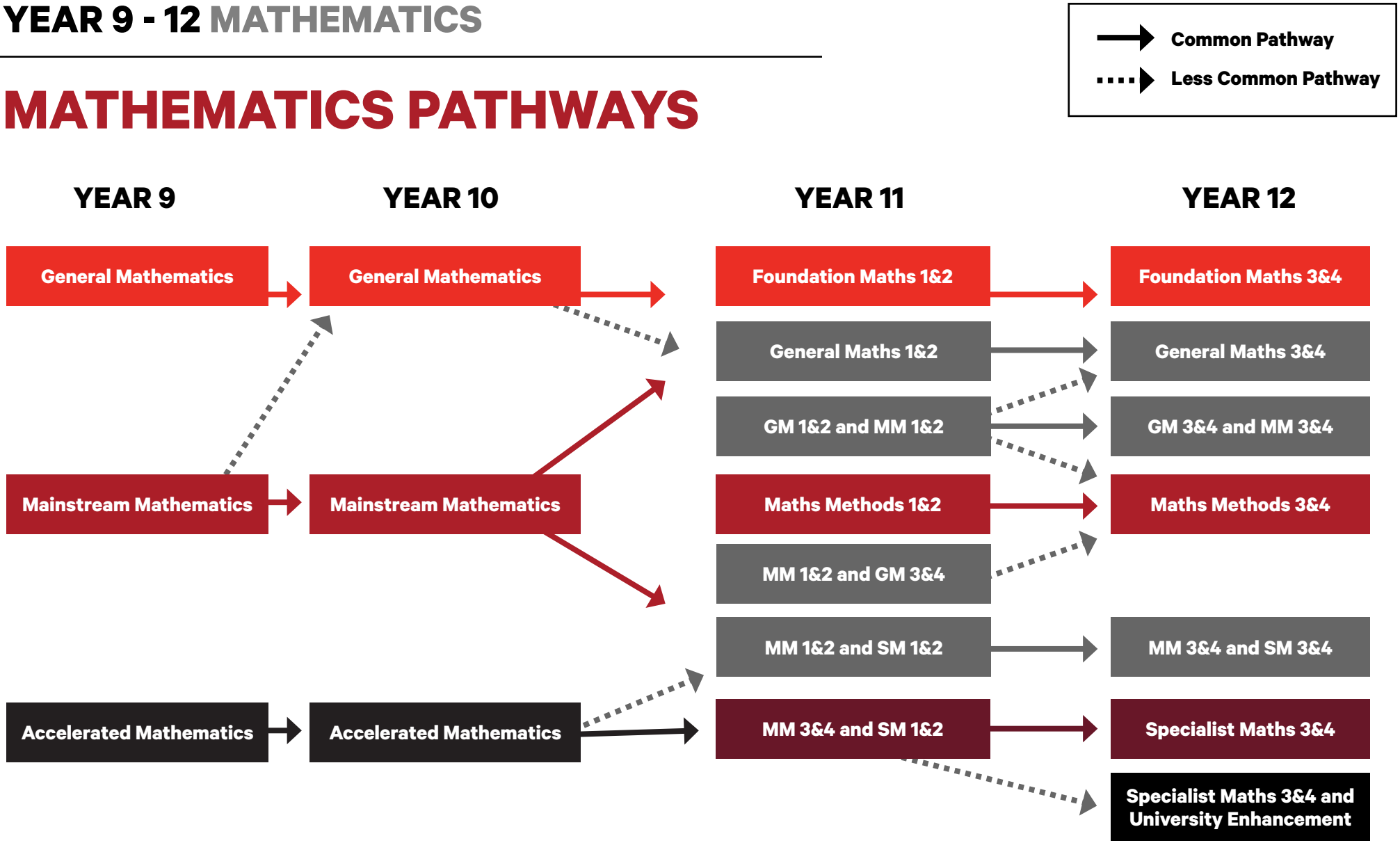
Pathways

MATHEMATICS PATHWAYS



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, some students switch to General Mathematics, the students who remain continue to fulfil the Victorian Curriculum learning outcomes at Levels 10 & 10A.

Units Studied

1. Semester One: Linear algebra - Geometry and measurement - Graphs of linear functions and simultaneous equations - Quadratic algebra
2. Semester Two: Trigonometric functions - Quadratic equations - Probability - Parabolas

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.
- 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.

FOUNDATION MATHEMATICS UNITS 1&2

Conditional requirements: This course is open to any student, they must not be taking any other Mathematics subjects in Year 11.

Foundation Maths Units has a strong emphasis on using Mathematics in practical ways. Students will study mathematics that is encountered in everyday life, at home and work.

Students can gain a grasp of important, foundational mathematical ideas and skills for use in everyday life and industry.

Course Description

Foundation Mathematics focuses on the practical and applied aspects of Mathematics. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence in mathematical concepts, processes and skills. Students who have typically struggle with Mathematics in the middle years, but would like to continue their study of Mathematics, might select VCE Foundation Mathematics Units 1&2.

Units Studied

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

Assessment

- Topic Tests
- Assignments
- Mathematical Investigation
- Examination

Pathways

Complimentary to courses relating to Business, Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.

GENERAL MATHEMATICS UNITS 1&2

Conditional requirements: Student must have completed Year 10 General or above.

Students will gain a preparation for VCE General Mathematics Units 3&4. They will gain a range of skills which will prepare them for future study or industry.

Course Description

General Mathematics focuses on the practical aspects of Mathematics and prepares students for the type of mathematical skills they will need in further study and in the workforce.

Units Studied

- Investigating and comparing data distributions
- Financial mathematics and recursion
- Linear functions, graphs, equations and models
- Matrices
- Networks and Decision Mathematics

Assessment

- Topic Tests
- Assignments
- Mathematical Investigation
- Examination

Pathways

Business, Science, Teaching, Sports Science, Health Science - Complementary to courses relating to Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.

MATHEMATICAL METHODS UNITS 1&2

Conditional requirements: Students must have studied Mainstream or Accelerated in Year 10.

Students will develop a complex understanding of functions and their graphs. They will be introduced to Calculus in a formal way. Students will gain a solid foundation as a pathway of study to Mathematical Methods Units 3&4.

Course Description

This subject is suitable for students who have good algebra skills and enjoy solving problems using graphs, equations and technology. This subject is suited to any student who wishes to continue to University study, as many courses require problem-solving skills and data analysis capabilities in their own context. It is a prerequisite for some courses and provides a solid foundation for ongoing study in Science, Engineering, Economics, Business, Health Science and many others. In Year 12, Mathematical Methods Units 3&4 covers the same areas of study in more detail, with a higher emphasis on problem-solving in a variety of practical and theoretical contexts.

Units Studied

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Assessment

- Topic tests
- Assignments
- Mathematical investigation
- Examination

Pathways

Science, Information Technology, Engineering, Economics, Business, Health Science, Accounting, Actuarial Studies.

SPECIALIST MATHEMATICS UNITS 1&2

Conditional requirements: Students must have studied Mainstream or Accelerated in Year 10.

Specialist Mathematics student will use numerical, graphical, geometric, symbolic and statistical functionality of technology to solve mathematical problems. Students will learn mental and by-hand approaches to estimation and computation, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Course Description

This subject is suited to keen mathematicians who have excellent algebra skills and love problem-solving. It is a great pathway for students who wish to study Engineering, Science, Actuarial Science and other similar courses at University level. In Year 12, Specialist Mathematics Units 3&4 covers the following topics, Complex Numbers, Trigonometry, Calculus, Differential Equations, Vector Calculus, Proofs and Statistics.

Units Studied

- Graphing techniques
- Trigonometry
- Proofs
- Complex numbers
- Vectors

Assessment

- Topic tests
- Assignments
- Mathematical investigation
- Examination

Pathways

Engineering, Science, Actuarial Science and other similar courses.

FOUNDATION MATHEMATICS UNITS 3&4

This study is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical contexts.

Course Description

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Units Studied

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

Assessment

- Mathematical Investigation 1 (33%).
- Mathematical Investigation 2 (33%).
- Mathematical Investigation 3 (33%).
- Overall SACs contribute 60% towards the study score.

External Assessment

The VCE external Examination contributes 40% to the study score.

Pathways

Foundation Mathematics is complimentary to courses relating to Business, Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.

GENERAL MATHEMATICS UNITS 3&4

AVAILABLE FOR ACCELERATION

Conditional requirements: Students should have studied Accelerated Maths, VCE Mathematical Methods Units 1&2 or VCE General Mathematics Units 1&2.

General Mathematics Units 3&4 covers non-calculus and discrete mathematics topics. It is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Course Description

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study: data analysis, probability and statistics and discrete mathematics. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Units Studied

- Data Analysis: - Investigating data distributions - Investigating associations between two variables.
- Investigating and Modelling Linear Associations: - Investigating and modelling time series data Recursion and
- Financial Modelling: - Depreciation of assets - Compound interest investments and loans - Reducing balance loans - Annuities and perpetuities - Compound interest investment with periodic and equal additions to the principal.
- Matrices: - Matrices and their applications - Transition matrices.
- Networks: - Graphs and networks. - Exploring and travelling problems - Trees and minimum connector problems - Flow problems - Shortest path problems - Matching problems - Scheduling problems and critical path analysis.

Assessment

- SAC 1: Application Task (40%)
- SAC 2: Modelling or problem-solving task (20%)
- SAC 3: Modelling or problem-solving task (20%)
- SAC 4: Modelling or problem-solving task (20%)

Overall, the SACs contribute 40% towards the study score.

External Assessment

- Examination 1: Multiple Choice (50%)
- Examination 2: Written Exam (50%)

The VCE external Examination contributes 60% to the study score.

Pathways

Business, Science, Teaching, Sports Science, Health Science - Complementary to courses relating to Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media, and most TAFE courses.

MATHEMATICAL METHODS UNITS 3&4

AVAILABLE FOR ACCELERATION

Conditional requirements: Student must have completed VCE Mathematical Methods Units 1&2

Mathematical Methods Units 3 and 4 extends the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Course Description

VCE Mathematical Methods Units 3 and 4 extends the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Units Studied

- Functions and relations
- Algebra
- Calculus
- Probability and statistics.

Assessment

- SAC 1: Application Task (50%)
- SAC 2: Problem Solving/Modelling Task (25%)
- SAC 3: Problem Solving/Modelling Task (25%)

SACs overall account for 40% of the study score

External Assessment

- Examination 1: Technology Free (33%)
- Examination 2: Technology Enabled (66%)

The VCE external Examination contributes 60% to the study score.

Pathways

Science, Economics, Medicine, Health Science, Accounting, Business, Commerce

SPECIALIST MATHEMATICS UNITS 3&4

Conditional requirements: Students must have completed VCE Specialist Mathematics Units 1&2, VCE Mathematical Methods Units 1&2, and either have already completed or be concurrently completing VCE Mathematical Methods Units 3&4

The areas of study in Specialist Mathematics Units 3&4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Course Description

In Specialist Mathematics Units 3 and 4, students will learn about vectors, complex numbers, and reciprocal and inverse graphs. You will also learn lots of calculus such as kinematics, dynamics, study of motion and modelling forces. Towards the end of Unit 4, you will learn about random sampling, the central limit theorem and hypothesis testing.

Units Studied

Logic and proof - Functions, relations and graphs - Complex numbers - Differential and integral calculus - Differential equations - Kinematics - Vectors - Vector and cartesian equations - Vector calculus -distribution of linear combinations of random variables - Distribution of the sample mean - Confidence intervals for the population mean - Hypothesis testing.

Assessment

- SAC 1: Application Task (50%)
- SAC 2: Problem Solving/Modelling Task (25%)
- SAC 3: Problem Solving/Modelling Task (25%)

SACs overall account for 40% of the study score

External Assessment

- Examination 1 (Technology Free) (33%).
- Examination 2 (Technology Enabled) (66%).

The VCE external Examination contributes 60% to the study score.

Pathways

Science, Economics, Medicine, Health Science, Accounting, Business, Commerce

UNIVERSITY OF MELBOURNE EXTENSION PROGRAM - MATHEMATICS UNITS 3&4

AVAILABLE FOR ACCELERATION

Conditional requirements: One of the following: enrolment in Specialist Mathematics 3/4 and completion of Mathematical Methods 3/4 with a study score of at least 37; or enrolment in Mathematical Methods 3/4 and Specialist Mathematics 3/4 after completion of Mathematical Methods 1/2 with at least an A average and Specialist Mathematics 1/2 with at least a B+ average.

Click here for more information

Course Description

Boost your ATAR! University of Melbourne Extension Program subjects can be used as a fifth or sixth VCE* subject in the calculation of your ATAR. Depending on your results, you could receive a valuable contribution of 3 to 5 points to your ATAR aggregate (the score used to calculate your final ATAR).

Units Studied

Semester 1: MAST10018 Linear Algebra Extension Studies:

The subject gives a solid grounding in one of the key areas of modern mathematics needed in science and technology. It develops the concepts of vectors, matrices and the methods of linear algebra. Students should develop the ability to use the methods of linear algebra and will develop a capacity to write mathematical proofs. The topics covered are systems of linear equations, matrices and determinants; vectors in real n-space, cross product, scalar triple product, lines and planes; vector spaces, linear independence, basis, dimension; linear transformations, eigenvalues, eigenvectors; inner products, least squares estimation, symmetric and orthogonal matrices.

Semester 2: MAST10019 Calculus Extension Studies

This subject extends knowledge of calculus beyond the standard school curriculum. Students are introduced to hyperbolic functions and their inverses, the complex exponential and functions of two variables. Techniques of differentiation and integration will be extended to these cases.

Students will be exposed to several classes of differential equation models, both first and second order, used to describe various real-world systems. The subject also introduces sequences and series including the concepts of convergence and divergence. Calculus topics include: intuitive idea of limits and continuity of functions of one variable, sequences, series, hyperbolic functions and their inverses, level curves, partial derivatives, chain rules for partial derivatives, directional derivative, tangent planes and extrema for functions of two variables. Integration topics include: techniques of integration and double integrals. Ordinary differential equations topics include: first order (separable, linear via integrating factor), second order constant coefficient (general and particular solutions).

Assessment

Complete three assignments per semester which collectively are worth 25% of the total grade. Complete an end of year examination which contributes to 75% of the total grade.

External Assessment

Assessment will include assignments and exams. Assessment is normally conducted by the University academic staff and varies between subject areas. If Extension Program assessment tasks or exams clash with your VCE tasks or exams, the Extension Program coordinator may organise for these tasks to be rescheduled so they do not compromise your existing school commitments.

MUSIC

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VET

CERTIFICATE III IN MUSIC SOUND PRODUCTION 149

INSTRUMENTAL MUSIC IN YEARS 11 & 12

Instrumental music is an optional specialised study of a chosen instrument and is taken outside the formal structure of the academic program. VCE Students access free periods, lunchtimes or before/after school 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 works
- Technical work
- Aural discrimination
- Sight reading
- Ensemble performance (where applicable)

Lesson Allocation

- Lessons are individual tuition sessions
- Each lesson is 30 minutes. Lessons of 45 minutes and 60 minutes are also available, depending on a student's level
- 2 lessons per 10-day cycle
- Lessons are timetabled are timetabled outside of VCE classes (e.g. free periods/ lunchtimes)
- An additional subject levy applies

MUSIC PRODUCING & 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 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 music production techniques such as recording, mixing and using virtual instruments.

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

If you are interested in learning more about how to produce music on a computer, or learn to DJ, 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 music production 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 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 learnt 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.

Students selecting Music Performance & Arranging Techniques are encouraged to also consider Music Performance & Song Writing. Should Music Performance & Arranging Techniques not attract sufficient enrolments to run, every effort will be made to place students into Music Performance & Song Writing before considering alternative subject preferences.

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

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.

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

Students selecting Music Performance & Songwriting are encouraged to also consider Music Performance & Arranging Techniques. Should Music Performance & Songwriting not attract sufficient enrolments to run, every effort will be made to place students into Music Performance & Arranging Techniques before considering alternative subject preferences.

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.

MUSIC PERFORMANCE UNITS 1&2

Conditional requirements: Conditional requirements: Students must be learning an instrument, and it is recommended students be at least Grade 5 AMEB standard.

4 students have been invited to be part of VCAA Top Class since 2018 to perform alongside Victoria's most outstanding young musicians at the Melbourne Recital Centre.

Students will become better musicians through the study of Music Performance. They will also gain confidence as performers and express music in a creative way that enhances musical expression and communication.

Course Description

This is a great subject for students who enjoy practising, performing and creating music. The subject develops students' performance skills, aural skills and understanding of music. It also enables students to bring theoretical understanding to life with creative compositional tasks. Students who choose this subject are supported by a team of teachers who guide them through the course, including the class teacher, an instrumental teacher and an accompanist.

Units Studied

- Performing
- Creating
- Analysing & responding

Assessment

- Performing: Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble).
- Create: Compose music works that demonstrate understanding of different approaches to musical organisation including chordal language, melody writing and texture.
- Aural skills: Identify, recreate, notate and transcribe short excerpts of music using voice or instrument.
- Analysis skills: Discuss the interpretation of expressive devices of music, and describe their impact on mood.

Pathways

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

The Students who take VCE Music (and staff) imbue a supportive environment in which students flourish.

A 60-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.

MUSIC REPERTOIRE PERFORMANCE UNITS 3 & 4

AVAILABLE FOR ACCELERATION

Students perform every second week in a "Masterclass" setting.

4 students have been invited to be part of VCAA Top Class since 2018 to perform alongside Victoria's most outstanding young musicians at the Melbourne Recital Centre.

Conditional requirements: Students need to be learning an Instrument. It is recommended students be at least Grade 6 AMEB standard (instrumental teacher/class teacher can advise)

Students who choose this subject are supported by a team of teachers who guide them through the course, including the class teacher, an instrumental teacher and an accompanist.

Course Description

This is a great subject for students who enjoy practising, performing and creating music. The subject develops students' performance skills, aural skills and understanding of music. It also enables students to bring theoretical understanding to life with creative compositional tasks. Students will be supported in their musicianship with a weekly instrumental lesson in addition to regular classes.

Units Studied

- Performing
- Analysing for performance
- Responding

"Single note melodic" instrumentalists work with their accompanist consistently throughout the year.

Assessment

Unit 3 (20%)

- Performing: (10 marks)
  Explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities.
- Analysing for performance: (30 marks)
  Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
- Responding: (20 marks)
  Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4 (10%)

- Analysing for performance: (20 marks)
  Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.

External Assessment

End-of-year performance examination: 50%

The student will give a live performance drawing on knowledge and skills from Outcome 1 in Units 3 and 4.

A student may present as a soloist, or as a member of a group, according to conditions described in the examination specifications.

Duration of examination: Maximum 20 minutes (one assessed performer); 25 minutes (two or three assessed performers); 30 minutes (four assessed performers); 35 minutes (five or six assessed performers).

VCE Written Examination: 20%

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin Outcome 3 in Units 3 and 4 are examinable.

Duration: 60 minutes.

Pathways

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

Note: A 60-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.

CERTIFICATE III IN MUSIC SOUND PRODUCTION

This VET course is studied on campus, at Xavier in our dedicated Recording Studio and Music Production Lab. Yes!! Xavier has a recording Studio!

Students who undertake the Certificate III in addition to the two scored programs and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the lowest study score in the primary four scaled studies).

Students utilise professional, industry standard equipment and software throughout the course. A high quality recording project is produced each year and live performances are a regular feature of the program.

This course offers the student the opportunity to experience real-world music industry work activities set in a workplace environment. Over the past few years, our students have participated in running audio systems at Maytime Fair, have recorded Xavier ensembles, made recordings of bands/musicians from other schools, assisted in setting up and packing down audio equipment at assemblies and events, produced audio for live streamed concerts from the EHPAC and produced high quality songs that have been released on Spotify, Apple Music and Soundcloud.

Course Description

If you dream of a career as a Music Producer, Composer, DJ, Performer, Songwriter, Sound Designer, or as an Electronic Music Producer, Film & Media Composer or Gaming & Interactive Mixed Media Specialist, the VET Music Sound Production course is for you. It combines elements of music technology, live sound production, studio recording techniques and industry specific skills to deliver a multifaceted experience designed to kick start a career in the music industry. This VCE VET program provides students with hands on, practical skills and knowledge to record, mix, edit and publish finished musical pieces and set up equipment for live sound production. Students engage in writing and recording songs as well as operating all of the equipment needed for live, contemporary music performances. This VET program is run on-site at Xavier.

Students wishing to receive an ATAR contribution for a certificate III Music Performance or Sound Production specialisation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for Sound Production, no contribution to the ATAR will be available.

Units Studied

CUAIND313 Work Effectively In The Music Industry
CUACMP311 Implement Copyright Arrangements
CUAIND314 Plan a Career In The Creative Arts Industry
CUASOU211 Develop Basic Audio Skills And Knowledge
CUASOU212 Perform Basic Sound Editing
CUASOU213 Assist With Sound Recordings
CUASOU321 Mix Music In Studio Environments
CUASOU306 Operate sound reinforcement systems
CUASOU307 Record and mix a basic music demo
CUASOU308 Install and disassemble audio equipment
CUASOU311 Mix music in a studio environment
CUASOU402 Manage audio input sources

Assessment

UNIT 1&2

1. Correctly assemble, connect and test a vocal PA system
2. Create a recording production plan and conduct a recording session
3. Perform basic sound editing using music editing software and present work in a portfolio
4. Music industry research project that Identifies current trends in music
5. Contract development & negotiation role-play
6. Project management and planning
7. Career action plan
8. Skills portfolio and resume to include evidence of your relevant skills, knowledge and produced work
9. Networking journal that documents 5 different music industry related events, work opportunities, creative arts industry production, communication and feedback.
10. Copyright research project

UNIT 3&4

An end of year written examination worth 34% of the overall study score. VET Music Sound Production scored assessment consists of three coursework tasks worth 66% of the overall study score:
SAC 1 Record and Mix a Basic Music Demo
SAC 2 Mix music in a studio environment and Manage audio input sources
SAC 3 Operate sound reinforcement systems and Install and disassemble audio equipment

Pathways

The Certificate III in Music Sound Production is a national training package qualification which is recognised throughout Australia. The certificate leads to further study in this field at the tertiary institution level and opens the doorway to working in the industry as an intern or in a trainee position. Further career prospects could include: Music Producer, Composer, DJ, Performer, Songwriter, Sound Designer, Electronic Music Producer, Film & Media Composer, Gaming & Interactive Mixed Media Specialist, Recording Studio Technician, Radio Producer, Video Post Production, YouTuber Producer, Podcast Producer.

SCIENCE

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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 ACCELERATOR: PHYSICS & CHEMISTRY

Conditional requirements: this course runs Semester 2 (in place of General/Extension Science), entry requirements align to Extension Science. Students nominate interest via subject selections.

ELECTIVE **SEMESTER LONG**

Course Description

Science Accelerator is designed for students who wish to gain a significant head start in VCE Physics and Chemistry before Year 11. By engaging with key content from both VCE Unit 1 study designs, students build the conceptual foundations and scientific reasoning skills needed to excel across Years 11 and 12 in these disciplines.

In the Physics strand, students explore how energy is transferred and transformed, examine electromagnetic radiation, and investigate the properties and behaviour of electricity in DC circuits. They study nuclear physics, including radioactive decay, fission and fusion, and consider how these concepts apply to energy generation and medical technology.

In the Chemistry strand, students investigate the structure and properties of materials, including metals, ionic compounds and covalent substances. They explore the periodic table as a framework for understanding chemical behaviour, develop skills in quantitative chemistry using mole calculations, and examine families of organic compounds and their uses in society. Practical investigation, chemical nomenclature and balanced equations are central to both strands.

Students completing this elective will enter Year 11 Physics and Chemistry with genuine conceptual depth, stronger scientific literacy and well-developed laboratory skills, positioning them for success in Units 1–4 and beyond.

Units Studied

1. Electromagnetic radiation and light
2. Thermal energy and climate science
3. Nuclear physics: radioactivity and nuclear energy
4. Electricity: circuits, safety and energy transfer
5. Elements, bonding and properties of materials
6. Quantitative chemistry and organic compound

Key skills

This course builds the scientific reasoning and practical skills required for success in senior science. Students develop proficiency across both Physics and Chemistry through a range of inquiry-based activities.

- Design and conduct controlled experiments, and evaluate methodologies and data quality
- Apply mathematical models to solve quantitative problems in physics and chemistry (e.g. Snell's Law, mole calculations, circuit equations)
- Use chemical nomenclature, balanced equations and symbolic notation with accuracy
- Interpret and construct graphs, decay series diagrams, circuit diagrams and structural formulas
- Analyse evidence and draw reasoned conclusions from experimental and secondary data
- Communicate findings clearly using appropriate scientific terminology, conventions and formats
- Engage critically with contemporary science issues, including climate change, nuclear energy and materials sustainability

Assessment

- Practical investigation reports
- Topic tests and problem-solving tasks
- Laboratory skills checklist
- End-of-semester examination

Outcomes

Students who complete this elective will be well prepared for the demands of future VCE studies in both Physics and Chemistry. On completion of this course, students will be able to:

- Explain the behaviour of electromagnetic radiation, thermal energy and electrical systems using appropriate physical models and mathematical relationships
- Describe and evaluate nuclear processes — including radioactive decay, fission and fusion — and their applications in energy generation and medical physics
- Explain the structure and properties of materials (metals, ionic compounds, covalent substances) with reference to bonding and intermolecular forces
- Apply quantitative techniques including mole calculations, empirical formula determination and circuit analysis
- Engage with contemporary chemistry issues including sustainable materials, circular economy principles and organic compound applications
- Design, conduct and evaluate scientific investigations, demonstrating safe laboratory practice and analytical rigour
- Demonstrate the scientific literacy, problem-solving skills and conceptual readiness required for success across VCE Units 1–4

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.

BIOLOGY UNITS 1&2

AVAILABLE FOR 1&2 ACCELERATION in 2028

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. They pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data.

Course Description

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students will develop an understanding that in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In practical contexts, students will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students will use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

Units Studied

- Cellular structure and function, the cell cycle, cell growth, death and differentiation
- Functioning systems, regulation of systems
- Scientific investigation related to the function and/or regulation of cells or systems
- From chromosomes to genomes, genotypes and phenotypes, patterns of inheritance
- Reproductive strategies, adaptations and diversity
- Research task on a bioethical issue

Assessment

- Unit tests
- Practical investigations
- Quizzes
- Examination

Pathways

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

CHEMISTRY UNITS 1&2

Chemistry, students aim to develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills.

Course Description

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Students learn about sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students will apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry, students aim to develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. They will pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Units Studied

- Elements and the periodic table, covalent substances, reactions of metals and ionic compounds, separation and identification of the components of mixtures
- Quantifying atoms and compounds, families of organic compounds, polymers and society
- Investigation of how chemical knowledge can be used to create a more sustainable future in relation to the production or use of a selected materials.
- Water as a unique chemical, acid-base reactions, redox reactions
- Measuring solubility and concentration, analysis for acids and bases, measuring gases, analysis for salts
- Scientific investigation

Assessment

- Unit tests
- Practical investigations
- Quizzes
- Examination

Pathways

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

PHYSICS UNITS 1&2

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation.

Course Description

In VCE Physics examine some of the fundamental ideas and models used by physicists to understand and explain energy, models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students then apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs. Students will explore the power of experiments in developing models and theories, they investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students explore how forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion, this is then applied to the study of aerodynamics, astrophysics, cosmology and local physics research.

Units Studied

- Thermodynamics and electromagnetic radiation
- Radiation, fission and fusion
- Electrical circuits and household electrical systems
- Kinematics, forces, momentum and energy
- Option (a) How do astrophysicists investigate stars and black holes? or Option (b) How do heavy things fly?

Assessment

- Unit tests
- Practical investigations
- Quizzes
- Examination

Pathways

VCE Physics provides for continuing study pathways in research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

PSYCHOLOGY UNITS 1&2

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Course Description

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour, to develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. In this study, students are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Units Studied

- The complexity of psychological development, defining and supporting psychological development
- Role of the brain in mental processes and behaviour, brain plasticity and brain injury
- Research task relating to contemporary psychology
- Social cognition, factors that influence individual and group behaviour
- Perception, distortions of perceptions
- Scientific investigation

Assessment

- Unit tests
- Case studies
- Logbook entries
- Examination

Pathways

Students who study VCE Psychology can consider a pathway as a registered psychologists that works in clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Other pathways that don't involve being a registered psychologist, include roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

BIOLOGY UNITS 3&4

Conditional requirements: Units 1 and 2 Biology or the Year 10 Biology Elective if accelerating.

VCE Biology enables students to develop a range of individual and collaborative science inquiry skills through a variety of investigation methodologies in the laboratory and field, refining investigations to improve data quality to understand the research, ethical and safety guidelines that govern the study and practice of the discipline and apply these guidelines to generate, collate, analyse, critically evaluate and report data.

Course Description

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students will develop their biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

Units Studied

Unit 3

- Outcome 1 - analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Outcome 2 - analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4

- Outcome 1 - analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Outcome 2 - analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

CHEMISTRY UNITS 3&4

Conditional requirements: Units 1 and 2 Chemistry

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students learn scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

Course Description

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Students will pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They will assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings.

Units Studied

Unit 3

- Outcome 1: carbon-based fuels, Measuring changes in chemical reactions, Primary galvanic cells and fuel cells as sources of energy. Outcome 2: Rates of chemical reactions, Extent of chemical reactions, Production of chemicals using electrolysis.

Unit 4

- Outcome 1: Structure, nomenclature and properties of organic compounds, Reactions of organic compounds.
- Outcome 2: Laboratory analysis of organic compounds, Instrumental analysis of organic compounds, Medicinal chemistry. Outcome 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

PHYSICS UNITS 3&4

Conditional requirements: Units 1 and 2 Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Course Description

In Unit 3 students use Newton's laws to investigate motion in one and two dimensions. They will explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

In Unit 4, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Units Studied

Unit 3

- Outcome 1 - Kinematics expanded, circular motion, energy and mass
- Outcome 2 - Gravitational, electric and magnetic fields
- Outcome 3 - Generation and transmission of electricity.

Unit 4

- Outcome 1 - Light, the photoelectric effect and special relativity
- Outcome 2 - Experimental practical investigation

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

PSYCHOLOGY UNITS 3&4

Conditional requirements: Units 1 and 2 Psychology

Students will be encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Course Description

VCE Psychology is designed to enable students to explore the complex interactions between thoughts, emotions and behaviour. Students will develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research.

Units Studied

Unit 3

- Outcome 1: nervous system functioning, stress as an example of a psychobiological process. Outcome 2: approaches to understanding, the psychobiological process of memory.

Unit 4

- Outcome 1: the demand for sleep, importance of sleep to mental wellbeing.
- Outcome 2: defining mental wellbeing, application of a biopsychosocial approach to explain specific phobia, maintenance of mental wellbeing.
- Outcome 3: scientific investigation related to mental processes and psychological functioning.

Assessment

Units 3 and 4 SACs - 50%

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist and include roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

TECHNOLOGIES AND INNOVATION

Year 10

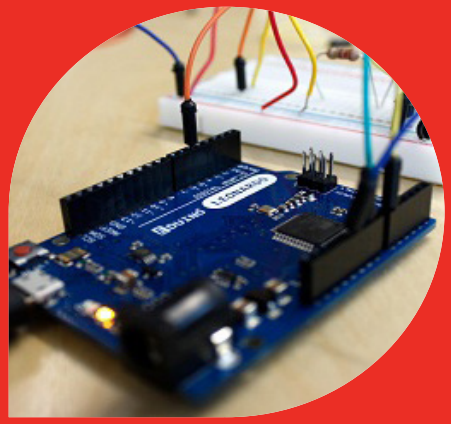
PRODUCT DESIGN 165

DIGITAL STRATEGY & ANALYTICS 166

SYSTEMS ENGINEERING AND DESIGN 167

Year 11

SYSTEMS ENGINEERING UNIT 1&2 168



Year 12

APPLIED COMPUTING DATA ANALYTICS UNITS 3&4 169

SOFTWARE DEVELOPMENT UNITS 3&4 171

SYSTEMS ENGINEERING UNITS 3&4 172

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

DIGITAL STRATEGY & ANALYTICS

ELECTIVE **SEMESTER LONG**

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.

Course Description

In the year 10 Digital Strategy & Analytics, Students develop Python programming skills and apply data analytics techniques to solve real-world problems in business, sport, and digital environments. 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.

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

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.

Assessment

- Portfolio of python programming tasks.
- Creation of pseudocode for algorithmic representations.
- Algorithm presentation task.

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 data analytics techniques can be used to solve real-world problems in business, sport, and digital environments.

Pathways

Year 10 Computing provides a base of knowledge and skills for students who wish to explore programming, data analytics, and are thinking about studying computing subjects in VCE.

Students can undertake Applied Computing – Data Analytics Units 3 & 4 in Year 11, followed by Applied Computing – Software Development – Units 3 & 4 in year 12.

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 the Systems approach to solving real and tangible problems.

Students will work with a variety of materials including LEDs, motors, servos 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 undertake a major project where they apply the systems approach in the design, building, testing and evaluation phases of the solution's development. The work and progress will be recorded in an electronic portfolio.

Units Studied

1. Future Design
2. CAD
3. Bluetooth Speaker
4. Industrial and ethical considerations of technologies
5. Factory of the Future

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.

The focus then shifts to the multiple mini design and manufacture tasks. 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 mini systems tasks, develop, produce and evaluate the designed solution to gain a broader appreciation of the available materials, and their limitations, combined with limitations and future directions of system dependent electrotechnological devices.

Students will continue the theme of systems tasks technologies by investigating a problem of their choosing 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.

SYSTEMS ENGINEERING UNITS 1&2

A subject which makes a real and immediate impact on society

Launch your career into the engineering and technology industries

Systems Engineering study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects. This course is a combination of technologies (computing, programming, robotics), electronics, engineering through problem solving, practical hands-on making and applied mathematics.

Course Description

VCE Systems Engineering involves the human-centered and purposeful design, production, operation, evaluation and iteration of integrated systems that mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of system goals using project management skills, the generation of system designs using agile design principles, justified design trade-offs, and the selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create an engineered solution.

Through the delivery of a structured four-unit study students will develop skills and conceptual understandings important to effective design, planning, production, diagnosis, performance analysis, maintenance, modification and control of technological systems. They will acquire knowledge of mechanical, electrotechnological and control systems and apply this knowledge to solve technological problems develop an understanding of how technologies have transformed people's lives and can be used to solve challenges associated with climate change, efficient energy generation and use, security, health, education and transport.

Units Studied

- Unit 1: Electrotechnological systems design
- Unit 2: Mechanical systems design
- Unit 3: Ethical systems design
- Unit 4: Systems production and innovative technologies

Pathways

It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. This study can lead to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management.

APPLIED COMPUTING – DATA ANALYTICS UNITS 3&4

Learn how to collect data and then analyse it effectively to create interesting and informative data visualizations. Learn how to create software and how to analyse a problem, design a solution, build the solution and then evaluate the system you have created. Experience a wide range of interesting technology, learn new ways to utilise these technologies and build skills and habits that will help you become more proficient in your use of new and emerging technologies.

Course Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

Applied Computing - Data Analytics enables students to apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Students then focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

Units Studied

Unit 3

Student learn to be able to interpret teacher-provided solution requirements and designs, extract data from large repositories, manipulate and cleanse data, conduct statistical analysis and develop data visualisations to display findings.

Students learn to be able to propose a research question, formulate a project plan, collect and prepare data, and generate design ideas and a preferred design for creating infographics and/or dynamic data visualisations.

Unit 4

Students learn to be able to develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan.

Students respond to a teacher-provided case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies and make recommendations to improve security strategies.

Assessment

- School Assessed Coursework (SAC)
- School Assessed Task (SAT)
- End of year examination (set by VCAA)

"Think analytically, rigorously, and systematically about a business problem and come up with a solution that leverages the available data." – Michael O'Connell

"Data scientists are involved with gathering data, massaging it into a tractable form, making it tell its story, and presenting that story to others." – Mike Loukides

SOFTWARE DEVELOPMENT UNITS 3&4

AVAILABLE FOR ACCELERATION

"Programming isn't about what you know; it's about what you can figure out." – Chris Pine

Software Development introduces students to a range of skills and activities relating to design thinking, computational thinking, and problem deconstruction. It involves activities that focus on project management, creative discovery, design folios, and communication skills to give the student a realistic experience of being a software developer. In this subject you will build a solution to a problem that you have analysed, designing and developing it over time to meet the needs of your client.

Course Description

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

Software Development enables students to build capabilities in critical and creative thinking, and to develop skills in communication, collaboration as well as personal, social and skills in digital literacy and using technologies. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Units Studied

- Software development: programming
- Software development: analysis and design
- Software development: development and evaluation
- Cybersecurity: software security

Assessment

Unit 3: Outcome 1 - SAC (10%)
Interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

Unit 4: Outcome 2 - SAC (10%)
Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

Unit 3: Outcome 2 & Unit 4 Outcome 1 - SAT (30%)
Analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution. Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

External Assessment

The VCE external Examination contributes 50% to the study score.

Pathways

Software Development provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

SYSTEMS ENGINEERING UNITS 3&4

Systems Engineering is the study of a hybrid set of skills applied to real problems to find real solutions.

Systems Engineering study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects. This course is a combination of technologies (computing, programming, robotics), electronics, engineering through problem solving, practical hands-on making and applied mathematics.

Course Description

Unit 3

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating.

Unit 4

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. They effectively document the use of project and risk management methods throughout the creation of the system

Units Studied

Unit 3: Integrated and controlled systems

Area of Study 1 - This area of study focuses on engineering knowledge associated with the integration, calibration and control of mechanical and electrotechnological systems, including their operation and adjustment, as well as how their performance can be calculated and represented diagrammatically in a range of forms.

Students use fundamental physics and applied mathematics to respond to systems engineering problems while considering ethical design.

Area of Study 2 - This area of study examines various energy sources and the application of technologies to convert these energy sources into work for engineered systems. Students assess the importance of designing systems that are beneficial to the economy, environment and society.

Unit 4: Systems production and innovative technologies

Area of Study 1 - This area of study focuses on the development of the integrated and controlled system that considers ethical design, which students researched, designed and planned in Unit 3 Area of Study 1. They implement the plan to continue the production. The completed operational system will demonstrate a range of theoretical concepts and principles studied in Units 3 and 4.

Area of Study 2 - This area of study focuses on new and emerging systems engineering technologies and processes that have been developed within the last eight years preceding the year of study, or that are in the developmental stages and may not yet be commercially available. Students consider scientific, technological, environmental, economic, and societal and human factors that led to the development of these new and emerging technologies and develop an understanding of how they operate and are used.

Assessment

Unit 3 & 4 School Assessed Coursework – 20%

Unit 3 & 4 School Assessed Task – 50%

External Assessment

VCAA Administered Examination – 30%

VCE GLOSSARY

The following glossary is provided to assist in an understanding of the VCE.

ASSESSMENT IN VCE
Assessment in all VCE subjects is both school-assessed and externally assessed by examination. All School Assessed Coursework (SACs) and School Assessed Tasks (SATs) in all studies are statistically moderated against external examination performance and, the General Achievement Test (GAT).

AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)
The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

EXAMINATIONS
External assessments set and marked by the VCAA. All VCE Unit 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

GENERAL ACHIEVEMENT TEST (GAT)
The GAT is an assessment tool to ensure senior students meet minimum standards. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. In the assessment it tests skills: literacy and numeracy (Section A) and mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills (Section B). It is used by the VCAA to check that schools have rigorous marking practices for School-assessed Tasks. It is a part of the statistical moderation of School- assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks. From 2022 Students can access their Section A GAT results.

GRADED ASSESSMENT
All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

SEMESTER
Equivalent to half a school year (two terms or equivalent).

STUDY DESIGN
Each subject at the VCE has a study design that specifies curriculum through outcomes, knowledge and skills. Through study design documents, the VCAA specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

STUDY SCORE
A numerical score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

UNITS
The components of a VCE study that are a semester in duration, each semester = 1 unit. Each Study (subject) consists of 4 units. They are typically delivered in 1&2 and 3&4 combinations. Xavier students are required to complete 23 units to achieve VCE.

VCE
The Victorian Certificate of Education (VCE) is a senior secondary certificate in Victoria. Video overview: https://vimeo.com/726575212/7418d71368

VOCATIONAL EDUCATION AND TRAINING (VET)
Nationally recognised vocational certificates. These certificates may be integrated within a VCE program.

VET
VET certificates are nationally accredited qualifications that can be developed into full programs of study within the VCE. Some VET courses can contribute to satisfactory completion of the VCE.

INSTRUMENTAL MUSIC

Instrumental music is a specialised study of a chosen instrument. This is an optional offering taken outside the formal structure of the academic program. Students have lessons with Instrumental Teachers within the timetable and leave class in order 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 performance and 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:

- Violin
- Viola
- Cello
- Double Bass
- Classical Guitar
- Contemporary Guitar
- Piano and Organ
- Flute and Piccolo
- Oboe
- Clarinet
- Bass Clarinet
- Bassoon
- Saxophone (Alto, Baritone, Tenor)
- French Horn
- Trumpet
- Euphonium
- Trombone
- Tuba
- Percussion
- Drum Kit

Assessment

Students are encouraged to undertake exams with the Australian Examination Board (AMEB) (when appropriate). If a student does not sit an external exam, then at the end of each year, students will be assessed by a specialist Xavier Music Teacher 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
- Additional fees apply for Instrumental Music Tuition

KOSTKA LIBRARY RESOURCE CENTRE

OUR PHILOSOPHY

At Xavier College, the Kostka Library is a vibrant hub designed to inspire a love of reading, support learning, and encourage discovery. Our collection has been thoughtfully curated in collaboration with students, with a special focus on the interests and curriculum needs of our Year 7 and 8 cohort.

OUR COLLECTION

Students have access to a diverse range of print and digital resources that reflect their personal passions and academic goals. Our dedicated Library Staff are on hand to support students in developing their research skills, guiding them as they navigate information and inquiry.

We are committed to making reading accessible to all, offering platforms like SORA, our eBook and audiobook service, which allows students to enjoy stories anytime, anywhere.

THE HABIT OF READING

Our Library Team are passionate advocates for finding time to read every day. We recognise it as a lifelong habit that enriches both learning and wellbeing. At Xavier College, we believe that the value of reading extends far beyond the classroom—it builds empathy, sharpens thinking, and fuels imagination.

Through our RED (Reading Every Day) initiative, we actively encourage students to carve out time each day to connect with a good book, fostering a culture where reading becomes a natural and enjoyable part of life both at school and beyond.

OUR PROGRAMS

Our library programs are designed to create enriching literary experiences, connect like minded students, and cultivate a lifelong love of reading. We offer a diverse range of opportunities for students to engage with literature in meaningful and inspiring ways:

YOUR VOICE

In partnership with Loreto Mandeville Hall Toorak, the Your Voice program empowers students to explore storytelling, public speaking, and creative expression. This collaborative program encourages students from Year 5 to Year 12 to share their passions and perspectives in an exciting and inclusive forum.

BATTLE OF THE BOOKS (YEARS 7–8)

A fun and fast-paced reading competition where students form teams to read selected titles and compete in a quiz-style battle. It's a dynamic way to promote teamwork, deep reading, and a shared enthusiasm for books.

XC COLLECTIONS TEAM (YEARS 7–11)

This student-led group plays a key role in shaping our library's collection. Team members provide feedback, suggest titles, and collaborate with library staff to ensure the collection remains diverse, current, and student-focused.

CREATING CONVERSATIONS (YEARS 7–8)

This initiative provides a platform for students to engage in rich discussions around current affairs and abstract ideas. It encourages thoughtful dialogue, builds communication skills, and fosters deeper connections between students through shared reflections and experiences.

LITERARY INCURSIONS WITH AUTHORS AND ILLUSTRATORS

We love to invite authors and illustrators into our Year 7 and 8 classes to share insights into their creative process, writing journeys, and the world behind their stories. These sessions inspire students and bring literature to life in unforgettable ways.

BOOK CLUB

Open to all passionate readers, our Book Club offers a welcoming space to discuss books, explore new genres, and connect with fellow book lovers. It's all about reading for pleasure, building community, and celebrating the joy of stories.

MAGIS SCHOLARS PROGRAM

The Magis Scholars initiative connects current students with high-achieving Old Xaverians who have earned exceptional ATAR scores. These scholars offer individual tutoring sessions for students in Years 7–12, providing academic support and mentoring in a focused environment.

SESSIONS RUN:

Monday–Thursday: 4:00–6:00pm & 6:00–8:00pm

Friday: 3:30–5:30pm

OPENING HOURS

The Kostka Library is open to students during recess and lunchtime, offering a welcoming space to read, study, and connect. Our Reading Lounge invites students to unwind with a good book in a calm, comfortable setting, while the dedicated study area supports both independent work and collaborative activities like chess and board games.

The Kostka Library operates from 8:00am to 3:30pm, with a variety of after-school co-curricular clubs and programs running throughout the week.

For extended study and support, the Brennan Library remains open to all students from Monday to Thursday until 8:00pm, and Fridays until 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

Spiritual 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