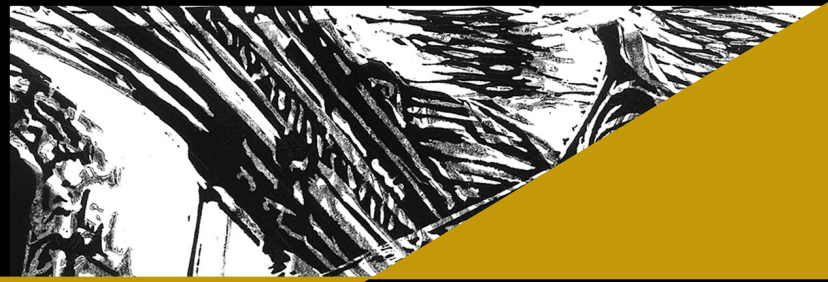


CURRICULUM GUIDE 2027

Year 7 - 9

xavier.vic.edu.au

Cover art attribution:

Year 7 Art: Angus F, Christos F, George Y, Lucian L, Oori F, Tom H.

CONTENTS

Click on contents headers to jump to each section

WELCOME TO SENIOR SCHOOL 3
DIRECTOR OF LEARNING AND GROWTH 4
IGNATIAN PEDAGOGICAL PARADIGM 5
PRINCIPLES OF THE XAVIER CURRICULUM 6
BOOKLISTS & RESOURCES FOR LEARNING 7
DIGITAL SAFETY 7
BYOD LAPTOP PROGRAM 7
LEARNING MANAGEMENT SYSTEM - CANVAS 8
ASSESSMENTS AND REPORTING 8
DIVERSE LEARNING 9
CURRICULUM GUIDE NAVIGATION 10
YEAR 7 CURRICULUM OVERVIEW 11
YEAR 8 CURRICULUM OVERVIEW 11
YEAR 9 CURRICULUM OVERVIEW 13
CURRICULUM LEADERS 16
SUBJECTS AND STUDIES BY LEARNING AREA:
- YEAR 7&8 RELIGIOUS EDUCATION, YEAR 9 RELIGIOUS EDUCATION
- YEAR 7&8 ARTS, YEAR 9 ARTS
- YEAR 7&8 COMMERCE & ENTERPRISE, YEAR 9 COMMERCE & ENTERPRISE
- YEAR 7&8 ENGLISH, YEAR 9 ENGLISH
- YEAR 7&8 HEALTH AND PHYSICAL EDUCATION, YEAR 9 HEALTH AND PHYSICAL EDUCATION
- YEAR 7&8 HUMANITIES, YEAR 9 HUMANITIES
- YEAR 7&8 LANGUAGES, YEAR 9 LANGUAGES
- YEAR 7&8 MATHEMATICS, YEAR 9 MATHEMATICS
- YEAR 7&8 MUSIC, YEAR 9 MUSIC
- YEAR 7&8 SCIENCE, YEAR 9 SCIENCE
- YEAR 7&8 TECHNOLOGIES AND INNOVATION, YEAR 9 TECHNOLOGIES AND INNOVATION
- YEAR 7&8 MAGIS
INSTRUMENTAL MUSIC IN YEARS 7&8 110
LIBRARY SERVICES 111
ASPIRE QUALITIES 112

WELCOME TO SENIOR SCHOOL

At the heart of a Jesuit education lies a profound commitment to the formation of the whole person - intellectually, spiritually, socially, and emotionally. In Years 7-9, students embark on a critical stage of growth, marked by curiosity, discovery, and an increasing capacity for independent thought. This Curriculum Guide reflects our Ignatian context, where learning is not merely the acquisition of knowledge, but a transformative journey that invites students to reflect, discern, and act with purpose.

Inspired by the vision of St Ignatius of Loyola, we seek to cultivate young people who strive for excellence in all they do. As Ignatius himself encouraged, “Go forth and set the world on fire.” This call reminds us that education is not passive; rather, it is an active, dynamic process that challenges students to engage deeply, think critically, and pursue their studies with focus and integrity. Academic excellence, therefore, is both an expectation and a pathway—one that demands effort, curiosity, and a commitment to personal best.

The Years 7–9 curriculum is designed to ignite a love of learning while establishing the foundations for future success. Students are supported to develop disciplined study habits, resilience, and a sense of responsibility for their own learning. Through rigorous and engaging programs, they are encouraged to explore new ideas, build essential skills, and grow in confidence as learners.

This guide is grounded in strategic pillars that inform all aspects of our educational vision. Central to these is our commitment to inspiring learning; this ensures that our teaching is aligned, our curriculum progressive, and our culture aspirational, empowering students to achieve their potential.

This commitment reflects a deep fidelity to enduring Jesuit ideals, while also calling us to be bold and forward-looking. We are committed to an educational experience that is inspiring, liberating, and transformative—one that prepares students not only for academic success, but for meaningful lives of service and leadership.

Our intent is clear: to create cultures, programs, and learning environments that foster the growth of our students—our graduates - so they leave the College with strong, life-affirming values and the capacity to make a difference in the world. In the Ignatian tradition, we encourage each student to become a reflective learner, a compassionate companion, and a person committed to justice.

This Curriculum Guide invites students and families to partner with us in this journey of growth—one grounded in faith, shaped by excellence, and oriented towards a greater good.

Catherine White,
Director of Senior School

DIRECTOR OF LEARNING AND GROWTH

Years 7–9 Curriculum Guide
This Curriculum Guide has been designed to support students and families as they navigate subject selection and learning pathways in the early years of secondary school.

The Years 7 - 9 curriculum is informed by the Victorian Curriculum and reflects the values and traditions of Jesuit education, providing a balanced education that develops students academically, physically, creatively, spiritually, and personally.

The curriculum is designed to progressively build independence and informed choice:

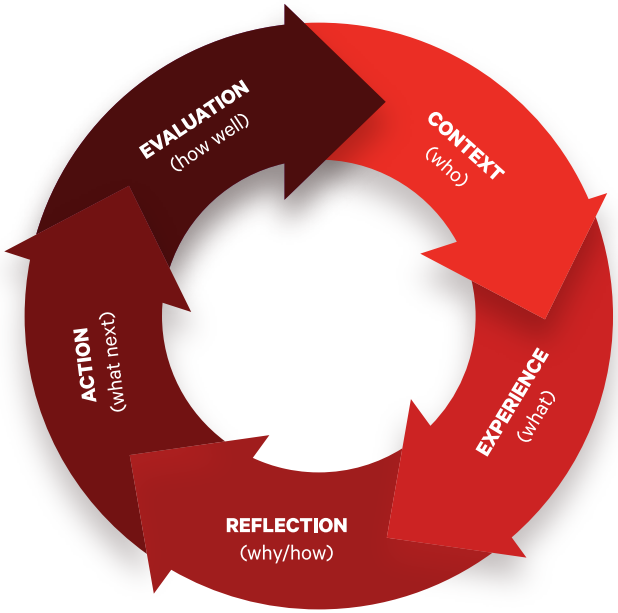
- **Year 7** provides a strong foundation, consolidating core literacy and numeracy skills while introducing students to secondary learning. Students experience a broad curriculum with opportunities to make their first elective choices.

- **Year 8** builds on these foundations by encouraging students to become increasingly purposeful in their learning. The curriculum encourages students to be academically driven and exercise agency in decision making with growing number of Elective pools that frame choices for balance.

- **Year 9** is a year of breadth, exploration, and self-discovery. Students engage with a wider range of elective options and learning experiences, allowing them to explore their interests, identify their strengths, and develop a stronger sense of identity as learners. These experiences prepare students to make informed decisions about their senior pathways.

How we teach at Xavier is a defining feature of our curriculum. Guided by the Ignatian Pedagogical Paradigm, teachers accompany students in their learning through inquiry, explicit instruction, critical thinking, reflection, and authentic application of knowledge. Learning experiences are contemporary, engaging, and purposeful, providing opportunities for every student to be challenged, supported, and extended academically, socially, spiritually, and personally.

Monique Dalli,
Director of Learning and Growth



IGNATIAN PEDAGOGICAL PARADIGM – HOW WE TEACH AT XAVIER

Pedagogy is the art and science of teaching. The Ignatian Pedagogical Paradigm (IPP) is a framework and process of teaching adopted by Jesuit Schools to develop lifelong learners, revolving around the principles of context, experience, action and reflection.

The IPP is applied practically in our classes and is used as a framework for our planning and as a process for teaching and learning. All learning has a context from which new learning stems, where previous experiences are connected to new experiences and where reflection deepens experience. Learning can be made meaningful when put into action and reinforced through explicit evaluation.

(Ignatian Pedagogy, 1993, #75)

PRINCIPLES OF THE CURRICULUM AT XAVIER COLLEGE

The curriculum structure at Years 7 and 8 at Xavier College covers the Victorian Curriculum and reflects our values and traditions in Jesuit Education. A balance between preparing students for the world, equipping them with the competencies that will allow them to succeed in this world and nourishing the intellectual, spiritual, physical and creative lives of our students. Our education is holistic – striving to develop student capacity and understanding across academic, physical, cultural, spiritual and personal metrics embraces the total development of each student during a significant time of growth. The curriculum is inclusive of students with diverse needs, providing support as well as extending and enriching high achieving students and thereby ensuring the nurturing of talent and potential.

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

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

BOOKLISTS & RESOURCES FOR LEARNING

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 7 - 9, 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.

DIVERSE LEARNING

Diverse Learning is about respecting and valuing the differing backgrounds, skills and experience that all students bring to our community at Xavier College. To prepare young people to lead rewarding and productive lives in a complex and evolving world, we have to be truly inclusive and embrace differences so we can make sure every student is known, valued, respected and cared for.

It is important to always remember that:

- We respect and support all individuals to achieve their greatest potential
- We embed inclusiveness and diverse learners in our thinking and responses
- Diversity and inclusion are everyone's business. We are all a part of this process
- We learn from everyone's experience within our community, no matter who they are
- It is empowering when we can empathise and respect that everyone is unique and has their right to learn without judgement but rather with consideration and acceptance.

If your child is a diverse learner that requires an individualised learning plan, additional services and adjustments (this includes adjustments for disabilities, giftedness, exceptional talent pathway) view our Diverse Learning Services Outline for campus relevant details.

CURRICULUM GUIDE NAVIGATION

YEAR 7

- Curriculum Makeup
- Numeracy
- Literacy
- Languages

YEAR 8

- Curriculum Makeup
- Magis Electives
- Double Language
- Pathway

YEAR 9

- Curriculum Makeup
- Year 9 Major Study
- Year 9 Subjects
- Year 9 Pathway Examples

CURRICULUM YEARS 7 AND 8

Xavier College's teaching and learning program references the F-10 Victorian Curriculum. The curriculum sets out what every student should learn at each stage of their schooling based on a common set of knowledge and skills required by students for lifelong learning, social development and active and informed citizenship.

Subjects studied in Years 7 & 8 include:

- Religious Education
- English
- Mathematics
- Science
- Humanities (Geography and History)
- Commerce & Enterprise
- Health and Physical Education
- Music
- Digital and Design & Technologies
- Arts (Visual Arts and Drama)
- Languages
- Numeracy and Literacy

Extracurricular programs and activities available to Year 7 & 8 are:

- Instrumental Music
- Interschool Debating (DAV)
- Pastoral Care Programs
- Co-curricular Sport Program
- Performing Arts Experiences (theatre and performing)
- Middle Years Production
- Personal Development Programs
- Retreats and Reflection Days
- Expedition (Outdoor Education) Experiences
- Student Leadership Programs
- Lunchtime Clubs including Art, Chess, Drama

YEAR 7 & 8 CURRICULUM MAKEUP

A Jesuit education prioritises the development of the whole person. The renewed Year 7 & 8 curriculum has a focus on core learning areas, specialist subjects and applied learning. Year 7 & 8 is a key time for transition, the combination of core studies and semesterised Major Studies courses allow for deep focused learning while exploring the variety that the Senior School curriculum has to offer.

- Students study a set of **compulsory core subjects**
- They continue the Jesuit liberal arts curriculum through the study of Arts, Music and Languages **Major Studies**
- Choice and options in the **elective** pool provides differentiation

Year 7

Compulsory Subjects (Core)						Major Studies			Electives
Religious Education	English	Mathematics	Science	Humanities (History & Geography)	Health & Physical Education		**Arts** 1 semester of Drama and 1 semester of Art	**Music**	1 Commerce and Enterprise Elective 1 Technologies and Innovation Elective 1 Numeracy in Action 1 Literacy in Action

Year 8

Compulsory Subjects (Core)						Major Studies			Electives
Religious Education	English	Mathematics	Science	Humanities (History & Geography)	Health & Physical Education		**Arts** 1 semester of Drama and 1 semester of Art	**Music**	1 Commerce and Enterprise Elective 1 Technologies and Innovation Elective 1 Magis Elective 1 Numeracy in Action NOTE: Second Language in place of the Magis Elective and Numeracy in Action

YEAR 9 CURRICULUM MAKEUP

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

Year 9 Curriculum Makeup

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

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

Year 9 Subject Selection Guidelines

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

Learning Organisation in Year 9

Streaming of ability is only undertaken in Mathematics. Year 9 classes are formed based on assessment and testing across Year 8. To prepare students for Year 10 Mathematics, streams are put in place for Semester 2 based on progress, assessment data, teacher judgment and student subject choices for Year 10. Xavier College is committed to supporting and acknowledging the diversity of all learners, inclusive classrooms foster belonging, appreciation of the broad gifts and talents that each student can offer our learning community.

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

YEAR 9 SUBJECTS

COMPULSORY SUBJECTS (CORE)

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

LANGUAGE CHOICE

- French
- Italian
- Japanese
- Latin

ARTS MAJOR

- Art
- Drama
- Staging a Play
- Media: Film
- Media: Photography
- Visual Communication Design
- Music Industry: Song Writing and DJ Performance
- Music: Performance & Composition Techniques
- Music: Performance & Improvisation Techniques

ELECTIVES

- Digital Business Marketing
- Literature
- Mechanical Engineering & Design
- PE: Body Systems & Exercise
- PE: Performance Enhancement
- Product Design
- Psychology
- Starting a Business

EXAMPLES OF YEAR 9 SUBJECTS

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

PATHWAY 1: DOUBLE LANGUAGE

LANGUAGE + 2 ARTS + 2 ELECTIVES

EXAMPLE:

JAPANESE + MUSIC PERFORMANCE DRAMA + MECHANICAL ENGINEERING STARTING A BUSINESS

PATHWAY 2: DOUBLE LANGUAGE

LANGUAGE 1 + LANGUAGE 2 + 2 ELECTIVES

EXAMPLE:

LATIN + ITALIAN + VCD PHILOSOPHY

PATHWAY 3: NEW STUDENT (OPTION FOR NON-LANGUAGE)

3 ARTS + 3 ELECTIVES

EXAMPLE:

ART MAKING
DRAMA
PE: BODY SYSTEMS

+

LITERATURE
VCD
STARTING A BUSINESS

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

Mr Matt Miller
Head of Curriculum and Assessment
matt.miller@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

Ms Mel Antoniuk – Head of Pedagogy
mel.antoniuk@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

Mr 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

RELIGIOUS EDUCATION

LEARNING FOCUS

The study of Religious Education is taught through the lenses of Catholicism and Ignatian tradition. The Religious Education at Xavier College is fundamental in assisting students to develop an understanding of story, ethics, ritual and symbol that has shaped humanity from ancient times. Students will develop an appreciation of prayer, beliefs, sacraments and sacred texts.

Religious Education invites students to appreciate the value of Catholic faith and to respect other faiths and worldviews. This knowledge and understanding will assist students to participate effectively with individuals not only in Australia, but in a global context. In the Religious Education program, students will reflect on the life of St. Ignatius and other Jesuits, including Saint Francis Xavier. Students will be challenged to 'Find God in all things', contemplate the mystery of God's creation and develop a call to action by engaging in service for others.

YEAR 7 RELIGIOUS EDUCATION

Students will learn about:

1. CORE BELIEFS AND XAVIER COLLEGE

Religious Education begins with an introduction to Catholic education with an orientation to life in a Jesuit school. Students explore core Catholic beliefs as well as the charism of belonging to a Jesuit school. Through this unit, students learn about beliefs such as the Trinity and the Creed, and they will learn about the traditions within the Catholic church, such as Mass, worship, and basic religious practises. In the second part of the unit, students learn about what it means to belong to a Jesuit community, such as Xavier College. Students will learn about the history of Xavier College as well as the rich tradition of our school community.

2. PRAYER

Prayer is an essential means through which individuals and the Christian community deepen their relationship with God. In this unit students will explore a range of prayer forms (personal, communal and liturgical) and experience its different expressions, vocal prayer, meditation and contemplative prayer. Students will also explore Jesus' prayer experiences as outlined in the New Testament. Classes will also become familiar with the pattern of the Church's year and appreciate the significance of liturgy as public worship.

3. THE MYSTERY OF GOD

In this unit, students begin by exploring the Bible—its structure, purpose, and the understanding that it is a library of sacred books. They will reflect on their personal understanding of God and examine how God is revealed throughout the Scriptures. With a particular focus on key Old Testament figures such as Abraham, Isaac, Jacob, and Moses, students learn about God's relationship with His people. They also explore how God is revealed in the New Testament, through creation, and the universe, encouraging a deeper sense of wonder and faith.

4. FAITH IN ACTION

Students will learn about the stories of Jesus' encounters with those who were suffering. They will analyse and interpret his actions as well as his teachings of the Beatitudes. Students will explore this learning through the Ignatian lense of 'Being men and women for others', investigating ways of how they can live their lives after to model of Jesus Christ. Students will explore how they can serve the community today, living out our Ignatian tradition through service to others. This unit will complement their Ignatian service and give context to why we are a community that serves others.

Students will develop skills in:

- Time management skills
- Research skills
- Oral presentation skills
- Discernment skills
- Practising the art of Ignatian Reflection and Meditation
- Writing skills
- Skills in understanding religious texts
- Skills for working in a group
- Developing empathy (to walk in another's shoes)

Assessment Tasks

- Digital Presentations
- Reflections
- Written Assignments
- Topic Tests
- Oral Presentations
- Artwork

Planning and participating in liturgies, prayers and reflections

- Year 7 Reflection Day (Manresa Day)
- Tutor group Mass
- Examen
- Meditations

Extension Opportunities: Faith and Service programs

- Visits to the residents of Caritas Christi, Kew
- Pancake cooking at St Mary's House of Welcome, Fitzroy
- Participation in Reclink Grand Final Days
- St Paul's School Balwyn Social

YEAR 8 RELIGIOUS EDUCATION

Students will learn about:

1. WHO IS JESUS?

In this unit, students explore the identity of Jesus by examining both historical and theological perspectives. They begin by studying the reliability of the Gospels as historical documents, the geography of Palestine, and key locations connected to Jesus' life and ministry. This helps students understand Jesus as a real historical figure who lived in a particular time and place. Building on this, students explore the Christian belief in Jesus' humanity and divinity through the teaching of the hypostatic union. The unit concludes with a persuasive writing task where students argue why Jesus remains a relevant and influential figure in today's world.

2. DISCIPLES, MARTYRS AND WITNESSES

Students will examine the life of the early Christian communities, beginning with the disciples emboldened by the Spirit at the first Pentecost. Students will come to an understanding of the key events and people whose influence shaped Christianity, including St Paul's role as the 'Apostle to the Gentiles', and they will examine the men and women who were martyred and persecuted as witnesses to the faith.

Students will be able to articulate the role of significant figures in the early Church and reflect on the influence they have had on the modern-day Church. They will also understand the way in which key figures such as martyrs and the Jesuits have impacted the Church today. Through this unit, they will be able to appreciate the 'timeless' nature of the Church and some of the enduring challenges which face Christians today.

3. RESPONDING TO FAITH WITH JUSTICE

In this unit, students will explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching. They will also explore the influence and impact of the many Jesuit Social Services who live out these teachings.

Students will then reflect on their own personal call to justice and explore ways that they can serve others. They will investigate current social issues and explore opportunities for service, particularly those in our Ignatian Service program.

4. EXPERIENCES OF GOOD AND EVIL IN THE WORLD

In this unit God is acknowledged as the source of all goodness. Students will explore the implications of God's will that all people with the help of God's grace, should strive to do and pursue what is good, and avoid what is evil. Students will develop an awareness of the Christian understanding of good and evil by exploring examples of good and evil in the Old and New Testaments and examples of good and evil in a range of life situations. Classes will explore case studies about people who exemplify, and/or Christian organisations which promote good living. Students will examine being able to distinguish between what is good and what is evil.

Students will develop skills in:

- Time management skills
- Research skills
- Oral presentation skills
- Practising the art of Ignatian Reflection and Meditation
- Discernment skills
- Writing skills
- Skills in understanding religious texts
- Skills for working in a group
- Developing empathy (to walk in another's shoes)

Assessment Tasks

- Digital Presentations
- Reflections
- Written Assignments
- Topic Tests
- Oral Presentations
- Artwork

Planning and participating in liturgies, prayers and reflections

- Year 8 Reflection Day (Galilee Day)
- Tutor group Mass
- Examen
- Meditations

Extension Opportunities: Faith and Service programs

- Tutoring at the Friday Night School based at St Ignatius' Parish, Richmond
- Visits to the residents of Caritas Christi, Kew
- Service participation at Trinity Catholic Primary School, Richmond
- Participation in Reclink Grand Final Days
- Pancake cooking at St Mary's House of Welcome, Fitzroy

ARTS

LEARNING FOCUS

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts, students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, considering different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society.

Art and Drama are semesterised in Year 7 & 8, students study each across a year. Excursions to galleries, performances and art viewing are an important element of learning the Arts, the excursion opportunities may differ for students semester to semester, and in turn some learning experiences will adapt to reference the excursion experiences.

YEAR 7 ART

Students will learn about:

Printmaking and Sculptural practices
Exploration of inspiration to develop an artwork using both digital and manual planning methods. Development of technical skill using tradition printing and sculptural processes and experimentation with both traditional and non-traditional materials and techniques.

Art influences and inspiration
Conceptual development of an artwork in response to research of historical processes, cultural influences and sustainability. Documentation of personal art making in a visual journal using critical and creative thinking.

Art interpretation
Responding to Art by identifying, describing and explaining how ideas and viewpoints are expressed using visual language. Comparison of artworks from different cultures and periods in history with their own art making.

Students will develop skills in:

- Critical and creative thinking
- Research and Investigation
- Problem solving
- Independent learning
- Art processes: sculpture, printmaking and drawing
- Conceptual development of artworks
- Manual planning methods
- Documentation of art practices
- Visual analysis
- Interpretation of subject matter
- Use of art terminology

Assessment Tasks

- Folio: Printmaking
- Folio: Sculpture
- Assignment: Art Interpretation

Extension opportunities

There will be opportunities for students to exhibit their artworks beyond the school or work on personal projects.

YEAR 8 ART

Students will learn about:

Creating artworks for an exhibition
Engagement in a creative process, inquiring, conceptualising, planning and presenting a piece of authentic sculptural art for an exhibition. The artwork will be inspired by personal motifs that draw inspiration from First Nations art and contemporary sculpture.

Art with a voice
Development and presentation of artworks that respond to needs in a society through consideration of audience experiences. Communication of ideas to raise awareness of social justice, advocate for individuals and challenge some of the biggest issues of our time.

Art analysis
Analysis of the communication of ideas and meaning in artworks through the interpretation of visual language.

Students will develop skills in:

- Critical and creative thinking
- Research and investigation
- Problem solving
- Independent learning
- Art processes: drawing, painting and sculpture
- Responding to themes
- Conceptual development of artworks
- Digital planning methods
- Documentation of art practices
- Presenting artworks for exhibition
- Visual analysis
- Interpretation of ideas and meanings
- Use of art terminology

Assessment Tasks

- Folio: Social Justice
- Folio: Sculpture
- Art Analysis

Extension opportunities

There will be opportunities for students to exhibit their artworks beyond the school or work on personal projects.

YEAR 7 DRAMA

Students will learn about:

- **Physical Theatre:** spatial and kinaesthetic awareness, non-naturalism, movement, symbolism and stagecraft including set, sound, and lighting.
- **Characterisation:** roleplay, improvisation, exaggeration, character profiling & backstories and stagecraft including costume, make up and props
- **Storytelling:** memory recall, interpretation, cultural awareness, language and rhymes
- **Comedy:** styles, censorship, culture, identity, stereotypes
- **Performance:** Expressive skills, focus, energy, projection, actor-audience relationship
- **Performance Analysis:** Interpretation, critical reflection, use of dramatic terminology

Students will develop skills in:

- Expression
- Vocal articulation and annunciation
- Public speaking
- Movement
- Spatial awareness
- Communication
- Creativity
- Problem solving
- Listening
- Confidence
- Collaboration
- Performance
- Performance interpretation and analysis

Assessment Tasks

- Technique and practices
- Performances in class
- Written investigation and response to dramatic Art

Extension Opportunities

- Students can participate in co-curricular Drama productions. They go through the audition process, rehearse after school and on weekends and have evening and matinee performances. They also can work as part of the stage crew, on costumes or with makeup, providing a full Drama experience.

YEAR 8 DRAMA

Students will learn about:

- **Dramatic Tension & Suspense:** Performance structures, dramatic elements; mood, atmosphere and stagecraft including sound, and lighting.
- **Documentary Drama:** Dramaturgy, verbatim theatre, historical timelines & contexts, script writing and stagecraft including costume, props, sound and digital scenery.
- **Improvisation & Theatresports:** Quick thinking, automatic response, action & reaction, time assessed problem solving, collaboration, leadership, team-work.
- **Monologue:** Script analysis and interpretation, character motivation & purpose, techniques for learning lines, directing and stagecraft including costume, props & make up.
- **Performance:** Expressive skills, focus, energy, projection, actor-audience relationship.
- **Performance Analysis:** Interpretation, critical reflection, use of dramatic terminology.

Students will develop skills in:

- Expression
- Script writing
- Public speaking
- Dramaturgy
- Improvisation
- Leadership
- Memorising script
- Directing action for stage
- Communication
- Creativity
- Problem solving
- Confidence
- Collaboration
- Performance
- Performance interpretation and analysis

Assessment Tasks

- Technique and practices
- Performances in class
- Written investigation and response to dramatic Art

Extension Opportunities

- Students can participate in co-curricular Drama productions. They go through the audition process, rehearse after school and on weekends and have evening and matinee performances. They also can work as part of the stage crew, on costumes or with makeup, providing a full Drama experience.

COMMERCE & ENTERPRISE

LEARNING FOCUS

Commerce and Enterprise incorporates the Victorian Curriculum strands from the Economics and Business curriculum. Students will explain how free markets influence the allocation of resources, describe the reasons businesses exist, analyse the importance of entrepreneurship to business success and explain how businesses identify and take advantage of market opportunities.

Students outline the operations of Australia's taxation system and explain reasons why individuals and businesses must plan to achieve financial goals. Students identify the legal and ethical rights and responsibilities of individual consumers and businesses in terms of products and services. They explain different types of financial scams and how to avoid these.

Students develop and apply questions to investigate contemporary economic, business, or financial issues and systems. They locate, select and organise relevant information and data from a range of sources. Students construct, interpret and draw conclusions from graphs, models and text to identify and describe economic and business issues, trends and cause-and-effect relationships.

They develop and analyse a response to an economic and business, work or financial issue, identifying potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations. Students create and present descriptions and explanations, using economics and business knowledge and terminology.

YEAR 7 ELECTIVES COMMERCE & ENTERPRISE

Students should **select one** of the following -

PERSONAL FINANCIAL MANAGEMENT

Students will learn about:

- Banking
- Careers
- Property
- Budgeting
- Insurance
- Investing

Students will develop skills in:

- Opening and managing a bank account and choosing between credit cards
- Building a curriculum vitae for a job application
- Purchasing property and learning about tenancy agreements, rights and responsibilities
- Budgeting for rent and expenses
- Managing risk through insurance
- Investing in companies

ENTREPRENEURIAL BEHAVIOURS AND CAPABILITIES

Students will learn about:

- Entreprenuership and its significance in the modern world
- Characteristics of successful entrepreneurs
- Enterprising behaviours of successful entrepreneurs

Students will develop skills in:

- Investigating the nature of enterprising behaviours and capabilities
- Researching real-life examples of successful entrepreneurs, businesses and their impact on society
- Exploring how individuals and businesses can leverage these skills to drive innovation and growth
- Analysing case studies of companies that foster a culture of entrepreneurship in the workplace
- Investigating the various ways businesses product and distribute goods and services that lead to business success.
- Developing a business plan

YEAR 8 ELECTIVES COMMERCE & ENTERPRISE

Students should **select one** of the following -

AUSTRALIA AND THE GLOBAL ECONOMY

Students will learn about:

- Economic fundamental concepts
- Consumer-producer interactions
- Government influence on markets
- Economic growth
- Living standards
- Inflation
- Unemployment
- Supply, demand and price equilibrium

Students will develop skills in:

- Understanding and explaining the concepts of needs and wants, opportunity cost, supply and demand and resource utilisation
- Identifying different participants and their roles in an economy
- Understanding leading and lagging economic indicators
- Understanding and analysing economic indicators
- Understanding the need for economic activities
- Identifying relationship between economic activities and living standards
- Evaluating advantages and disadvantages of economic decisions
- Presenting researched information

MONEY TALKS

Students will learn about:

- Legal rights and responsibilities of businesses and consumers
- Consumer awareness
- Financial literacy

Students will develop skills in:

- Understanding and explaining the legal rights and responsibilities of consumers and businesses
- Developing strategies to become a smart consumer, including dealing with financial scams
- Understanding and describing the Australian taxation system
- Calculating Personal Income Tax, Goods and Services Tax and the Medicare Levy
- Budgeting to achieving personal financial objectives
- Understanding superannuation, what it is, who contributes, its importance and the potential benefits of superannuation to both individual and Australian living standards

ENGLISH

LEARNING FOCUS

The study of English is central to all learning and communication. At Xavier College English is built around the three interrelated strands: Language, Literature and Literacy. These strands are essential to the development of the students as confident communicators, critical and creative thinkers and informed young men.

The Language strand develops students' knowledge of the English language and how it works. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation. Students also learn about structure (syntax) and meaning (semantics) of words, sentences and whole texts.

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. Students study texts that encompass themes of human experience, interpersonal relationships, as well as ethical and global challenges within real-world and fictional settings. Students engage with a variety of texts for enjoyment, and this is reinforced through Literature Circles and Library Reading programs.

In the Literacy strand, the students develop the ability to compose and comprehend texts through listening, reading and viewing. Students also learn to adapt language to meet significant demands across the curriculum.

YEAR 7 ENGLISH

Students will learn about:

- Telling Stories through *Things A Map Won't Show You*
- Analysing a film through *Satellite Boy*
- Presenting in front of an audience
- Analysing texts through a study of *The Outsiders*

Students will develop skills in:

- using specialist and technical vocabulary to express social identities in interactions with others
- discussing and presenting ideas, including about texts, using evaluative and substantiating language
- delivering structured spoken texts tailored to purpose and audience, including through multimodal or digital elements
- demonstrating formal language use and applying appropriate vocal features when speaking to an audience
- reading and viewing a variety of texts for meaning, engaging with vocabulary, grammar, sentence structures, tense, and punctuation
- explaining how characters, settings, and events combine to create meaning in texts from diverse contexts
- analysing how literary devices, language features, images, and sound contribute to meaning and character development
- identifying how print and digital texts are structured for different purposes and how aesthetic qualities are created
- creating written and spoken texts that convey ideas clearly for a specific audience, using appropriate textual and multimodal elements
- applying grammar, punctuation, spelling, and vocabulary knowledge while experimenting with language features and literary devices

Assessment Tasks

- Creative Narrative
- Oral Presentation
- Mise en scène Analysis
- Close passage analysis

YEAR 8 ENGLISH

Students will learn about:

- Analysing a film through *Hunt for the Wilderpeople*
- Passage analysis through *Punching the Air* presenting in front of an audience
- Writing poetry
- Analysing texts through a study of *The Road to Winter*

Students will develop skills in:

- using academic vocabulary to support relationships and roles in interactions with others
- exploring and challenging meanings in texts through discussion, and using rhetorical and literary devices when evaluating and substantiating ideas
- delivering structured spoken texts suited to purpose and audience, including multimodal or digital elements, and adjusting language and voice to suit formal and informal contexts
- reading and viewing a wide range of texts for meaning, engaging with vocabulary, grammar, clause structures, nominalisation, and punctuation
- identifying and explaining intertextual references, issues, and viewpoints in texts from diverse historical, cultural, and social contexts
- analysing how literary devices, language features, images, and sound influence the reader's response to values represented in texts
- evaluating how ideas are organised and how print, digital, and hybrid texts are structured for different purposes
- exploring how imagery and other literary devices create meaning and aesthetic effect, including how intertextual references in visual and audio elements contribute to meaning
- selecting and expanding on ideas in written and spoken texts, experimenting with language features and literary devices, and incorporating appropriate multimodal or digital elements
- applying cohesion through evidence and substantiation, using grammar and punctuation to expand ideas and support meaning, and spelling new words accurately using rules and word origins

Assessment Tasks

- Film review
- Passage analysis
- Oral presentation
- Poetry anthology
- Text analysis

YEAR 7 ELECTIVES LITERACY IN ACTION

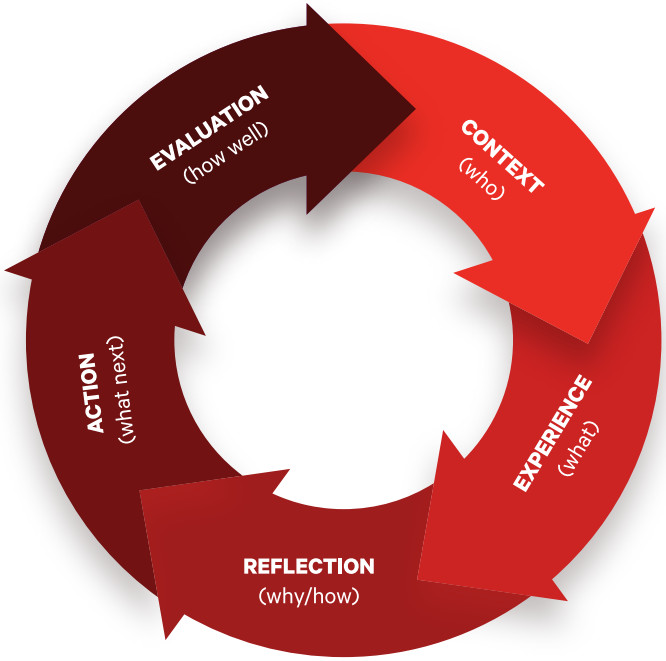
"Action – in Jesuit education, learning leads to action. Teachers provide imaginative and engaging opportunities for pupils to try out new skills, to use new knowledge, to exercise new ways of expressing themselves, their beliefs, values and questions."

(Ignatian Pedagogy An abridged version of the document on teaching and learning in a Jesuit school.)

Year 7 Literacy in Action is designed to apply skills and knowledge from English courses in new situations to solidify learning and knowledge with application.

The tasks and topics have been sequenced to pique students' interest and engage them in rich tasks that demonstrate how literacy skills can be applied in a variety of subject domains in practical applications in the real world.

- Students will participate in a semester of Numeracy in Action and a semester of Literacy in Action
- Each course has two course levels to support differentiation; Enrichment and At Standard. The Enrichment course is for students to stretch students beyond their year-level achievement standard. The At Standard course is designed to build capacity and confidence with concepts.
- As part of the transition process students will be placed in Numeracy and Literacy classes
- Information used for class grouping includes; reporting data, NAPLAN and PAT (class number restrictions also apply).



YEAR 7 ELECTIVES LITERACY IN ACTION

LITERACY IN ACTION

Literacy in Action is a transformative, personalised staged program designed to support and enhance the key skills of reading and viewing, writing, speaking, and listening for Year 7 students. It consists of two interwoven, data-informed strands that immediately address student needs. Students will also engage with digital literacies and embrace the opportunities of artificial intelligence (AI) to shape visuals, build vocabulary, refine reading comprehension strategies, and learn how to ethically utilise AI as a learning tool.

- **Reading & Writing in Action:** This strand focuses on refining student ability through the process of close reading, followed by the writing and publishing of literary texts. Emphasis is placed on mastering language conventions for effective expression such as clauses and phrases, deliberate vocabulary choices to create nuance, and literary features to create meaning.
- **Voices in Action:** This strand hones speaking and listening skills, foundational for all student pursuits. It focuses on understanding appropriate communication for different audiences while emphasising active listening strategies and the conventions of spoken texts.

Upon completion, Year 7 students will emerge as confident, skilled, and expressive individuals, prepared to excel academically and embrace literacy in all aspects of their lives.

HEALTH AND PHYSICAL EDUCATION

LEARNING FOCUS

Health and Physical Education strives to engender a passion for movement and all facets of a person's well-being. Movement is one of the intrinsic areas of learning that is coupled with the study of sociology, physiology, psychology, nutrition, and safety. Year 7 & 8 offers an experiential Health and Physical Education curriculum that is contemporary, relevant, dynamic, collaborative, and creative. Through their studies, students will be well equipped to make choices that positively impact the health and well-being of themselves and others. Through inquiry, students engage critically, interpret, analyse, critique and apply health information that considers the contextual factors impacting a person's well-being. Positive self-confidence and self-concept are foundational to lifelong physical activity. The teaching and learning of movement focus on developing competence of student's movement skills with the overarching goal of nurturing and developing their self-constructs.

YEAR 7 HEALTH AND PHYSICAL EDUCATION

THEORY

Students will learn about:

- Adolescence – Change and Challenges
- Benefits of Physical Activity
- Fitness Components
- Training Principles
- Mental Health at Xavier

Students will develop skills in:

- Investigating and selecting strategies to promote health, safety and wellbeing
- Investigating the impact of transition and change during puberty
- Investigating the benefits of respectful relationships
- Evaluating health information and expressing health concerns
- Analysing factors that influence emotional response
- Planning and using strategies and resources to enhance the health, safety and wellbeing of their communities
- Investigating movement concepts and strategies to achieve movement and fitness outcomes.

Assessment Tasks:

- Written
- Presentation
- Test

PRACTICAL

Students will learn about:

Ball Handling
- Minor Games
- Basketball
- Gaelic Football

Catching & Striking
- T-Ball
- Thunderhockey
- Tennis

Additional Units
- Physical Fitness
- Aquatics
- Athletics

Students will develop skills in:

- Using feedback to improve body control and coordination when performing specialised movement skills
- Practicing, applying and transferring movement concepts and strategies
- Participating in physical activities that develop health-related and skill-related fitness components
- Demonstrating and explaining how the elements of effort, space, time, objects and people can enhance performance
- Participating in and investigating the cultural and historical significance of a range of physical activities
- Practicing and applying personal and social skills when undertaking a range of roles in physical activities
- Evaluating and justifying reasons for decisions and choices of action when solving movement challenges
- Modifying rules and scoring systems to allow for fair play, safety and inclusive participation.

Assessment Tasks

- Performance and participation
- Teacher observation
- Aerobic fitness testing

Extension Opportunities

Students' movement skills, game sense, fitness and teamwork skills can be further refined through participation in the Xavier College Sports Program, for more details see Sports Portal:

Xavier College Sport - Years 7 & 8

YEAR 8 HEALTH AND PHYSICAL EDUCATION

THEORY

Students will learn about:

- Nutrition
- Drug Education
- Harm minimisation
- Personal Safety

Students will develop skills in:

- Investigating and selecting strategies to promote health, safety and wellbeing
- Identifying ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict
- Examining barriers to seeking support and evaluate strategies to overcome these
- Evaluating health information and expressing health concerns
- Evaluating strategies to manage personal, physical and social changes that occur as they grow older
- Justifying actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

Assessment Tasks:

- Written
- Role play scenarios
- Test

PRACTICAL

Students will learn about:

Ball Handling
- Ultimate
- Basketball
- AFL 9s

Catching & Striking
- Volleyball
- Soft-crosse

Additional Units
- Physical Fitness
- Aquatics
- Athletics

Students will develop skills in:

- Using feedback to improve body control and coordination when performing specialised movement skills
- Practicing, applying and transferring movement concepts and strategies
- Participating in physical activities that develop health-related and skill-related fitness components
- Demonstrating and explaining how the elements of effort, space, time, objects and people can enhance performance
- Participating in and investigating the cultural and historical significance of a range of physical activities
- Practicing and applying personal and social skills when undertaking a range of roles in physical activities
- Evaluating and justifying reasons for decisions and choices of action when solving movement challenges
- Modifying rules and scoring systems to allow for fair play, safety and inclusive participation.

Assessment Tasks

- Performance and participation
- Teacher observation
- Aerobic fitness testing

Extension Opportunities

Students' movement skills, game sense, fitness and teamwork skills can be further refined through participation in the Xavier College Sports Program, for more details see Sports Portal:

Xavier College Sport - Years 7 & 8

HUMANITIES

LEARNING FOCUS

The study of Humanities incorporates the strands of History, Geography and Civics and Citizenship. Humanities is the study of human progress, how people have organised themselves into societies over time and how they have interacted with their physical environments. The subject exposes students to the world around them, how things came to be and how things are now.

The Humanities curriculum aims to ensure that students develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. The development of conceptual thinking and skills in Humanities provides a framework for deep understanding of Australian society, societies in other times and countries, local and global environments and the interaction of people within that environment. Authentic learning in Humanities is achieved through a range of activities with a focus on allowing students to be active participants in their learning. This serves not only to enhance their knowledge and skills but also to encourage a sense of empathy and an active concern for the world around them. Critical reflection, reasoning, analysis and geospatial skills are key components in Humanities.

YEAR 7 GEOGRAPHY

Students will learn about:

- Geographical Concepts and Skills
- Water in the World
- Place and Liveability

Students will develop skills in:

- Analysing information and data to identify similarities and differences and explain patterns, relationships and trends.
- Identifying and explaining the importance of water as a resource.
- Describing the causes and impacts of a hydrological hazard, as well as the human responses to those impacts.
- Explaining the factors that influence the characteristics of places and their liveability.
- Evaluating the liveability of a place, using environmental, economic and social measures.

Assessment Tasks

- Water in the World: Murray River Assignment
- Place and Liveability Fieldwork Report
- Place and Liveability Test

YEAR 7 HISTORY

Students will learn about:

- Ancient Civilisations, including:
  - Australia
  - Greece
  - Rome
  - Egypt
  - China

Students will develop skills in:

- Analysing and comparing historical sources to understand different perspectives and historical interpretations.
- Developing and using historical questions to explore ancient civilisations.
- Explaining the features, content and context of historical sources.
- Sequencing historical events, developments and periods.
- Justifying and interpreting findings about the past including the historical significance of individuals and events.
- Identifying and explaining patterns of continuity and change and the rise and fall of civilisations.

Assessment Tasks

- Historical Inquiry
- Analysis and use of historical sources as evidence
- Historical writing

YEAR 8 GEOGRAPHY

Students will learn about:

- Geographical Concepts and Skills
- Changing Nations
- Landforms and Landscapes

Students will develop skills in:

- Analysing information and data to identify similarities and differences and explain patterns, relationships and trends.
- Explaining the causes and impacts of urbanisation.
- Explaining the patterns and impacts of international and internal migration.
- Describing the different types of landforms and the geomorphological processes that produce them.
- Describing the causes and impacts of a geomorphological hazard, as well as the human responses to those impacts.

Assessment Tasks

- Changing Nations Test
- Landforms and Landscapes: Grampians Assignment
- Landforms and Landscapes Fieldwork Report
- Exam

YEAR 8 HISTORY

Students will learn about:

- The fall of the Roman Empire
- The rise of the Vikings
- Medieval Europe and Japan

Students will develop skills in:

- Analysing and comparing historical sources to understand different perspectives and historical interpretations.
- Explaining the causes and consequences of significant individuals and events.
- Explaining the features, content and context of historical sources.
- Sequencing historical events, developments and periods.
- Justifying and interpreting findings about the past including the historical significance of individuals and events.
- Identifying and evaluating patterns of continuity and change.

Assessment Tasks

- Analysis and use of historical sources as evidence
- Historical writing
- Exam

LANGUAGES

LEARNING FOCUS

Learning a language other than English provides students with an advantageous skill to actively communicate and engage in a global context (Modern Languages) and/or to study a Classical Language and associated culture (Latin). Students learn to communicate meaningfully across linguistic and cultural systems. They develop intercultural awareness and understanding and draw meaningful comparisons to their own context. Our languages program is taught communicatively, using technology, role-play and game-based learning activities to generate enthusiasm and reinforce learning. Students also learn through independent, collaborative and inquiry-based activities.

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

Our contemporary world demands a particular exposure and engagement in global settings. The Languages curriculum includes the study of culture, speaking, writing, reading, listening and viewing multi-modal texts (Modern Languages). Through broadening students' capability of communication by studying languages other than English, students will better understand linguistic constructs and features such as grammar, phonetics, morphology and phonology. They will also develop their thinking and analytical skills and their intercultural awareness as well as opening doors to tertiary education and the world of work. Language and literacy are essential for all learners and are intrinsically connected, making the study of a Language other than English essential.

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 studied - 1 Semester Latin 1 Semester French, Italian or Japanese

YEAR 8

Year-long COMPULSORY continuation of French, Italian OR Japanese OPTIONAL double Language

(Latin in place of Magis & Numeracy Elective)

YEAR 9

Year-long COMPULSORY ONE Language study (OPTION FOR TWO) -

Continue Y7/Y8 study of French, Italian, Japanese and Latin.

YEAR 10

FOUNDATION FOR VCE LANGUAGE PATHWAYS

Year-long OPTIONAL Language study (OPTION FOR TWO)

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.

YEAR 7 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

FRENCH

The French Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. French is one of the rare languages to be spoken today in all continents, it is the official language of the Olympic Games and many International Organisations and the language of Diplomacy and Commerce in many countries, offering many opportunities workwise. The English language contains 30% of French derived words, which makes the study of French a powerful tool for developing depth and breadth in understanding and using English. Studying French develops students' thinking, analytical, problem solving and literacy skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. At VCE level, French is the third highest scaled subject across all learning areas and has contributed over the years to some of the highest results in Year 12, opening many doors for students' University pathways.

Students will learn:

- How to communicate, relate to others -greetings and introductions
- How to talk about themselves, their family and pets
- How to describe social events, including birthdays, French festivals and food scene
- How to express emotions and opinions in each topic seen
- How to compare French and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar
- Creative and critical thinking
- Reflection process
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- End-of-Semester Examination: Focus on the Semester topics and Reading, Listening, Speaking, Writing skills + Grammar

YEAR 8 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

FRENCH

The French Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. French is one of the rare languages to be spoken today in all continents, it is the official language of the Olympic Games and many International Organisations and the language of Diplomacy and Commerce in many countries, offering many opportunities workwise. The English language contains 30% of French derived words, which makes the study of French a powerful tool for developing depth and breadth in understanding and using English. Studying French develops students' thinking, analytical, problem solving and literacy skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. At VCE level, French is the third highest scaled subject across all learning areas and has contributed over the years to some of the highest results in Year 12, opening many doors for students' University pathways.

Students will learn:

- How to talk about daily routines, including school, home life and leisure
- How to purchase items in shops and describe people and clothes
- How to talk about holidays, including weather and exploring French towns
- How to express emotions and opinions in each topic seen
- How to compare French and Australian cultural practices in each topic seen
- How to analyse sentence structure and build more complex sentences
- How to use grammatical concepts in communicative contexts (speaking, writing)

Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar and sentence building
- Creative and critical thinking
- Analytical and reflective processes
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- Mid-Year Examination: Focus on Semester 1 topics and Reading, Listening, Speaking, Writing skills + Grammar
- End-of-Year Examination: Focus on all year topics and Reading, Listening, Speaking, Writing skills + Grammar.

YEAR 7 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

ITALIAN

The Italian Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Italian is founded in ancient Roman society and culture and is spoken today, besides Italy, in many communities in Australia, the United States and Europe, offering opportunities workwise in a variety of fields. Studying Italian develops students' thinking, analytical, problem solving and literacy skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. At VCE level, Italian is a well scaled subject and, as such, can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

Students will learn:

- How to communicate, relate to others -greetings and introductions
- How to talk about themselves, their family and pets
- How to describe social events, including birthdays, Italian festivals and food scene
- How to express emotions and opinions in each topic seen
- How to compare Italian and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar
- Creative and critical thinking
- Reflection process
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- End-of-Semester Examination: Focus on the Semester topics and Reading, Listening, Speaking, Writing skills + Grammar

YEAR 8 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

ITALIAN

The Italian Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Italian is founded in ancient Roman society and culture and is spoken today, besides Italy, in many communities in Australia, the United States and Europe, offering opportunities workwise in a variety of fields. Studying Italian develops students' thinking, analytical, problem solving and literacy skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. At VCE level, Italian is a well scaled subject and, as such, can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

Students will learn:

- How to talk about daily routines, including school, home life and leisure
- How to purchase items in shops and describe people and clothes
- How to talk about holidays, including weather and exploring French towns
- How to express emotions and opinions in each topic seen
- How to compare Italian and Australian cultural practices in each topic seen
- How to analyse sentence structure and build more complex sentences
- How to use grammatical concepts in communicative contexts (speaking, writing)

Students will develop skills in:

- Reading, listening, speaking, writing, viewing
- Grammar and sentence building
- Creative and critical thinking
- Analytical and reflective processes
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing) and Grammar
- Summative Assessments: All skills and Grammar
- Mid-Year Examination: Focus on Semester 1 topics and Reading, Listening, Speaking, Writing skills + Grammar
- End-of-Year Examination: Focus on all year topics and Reading, Listening, Speaking, Writing skills + Grammar.

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

JAPANESE

The Japanese Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Japanese is a complex language based on ancient characters and founded in a remarkable society and culture where the notions of discipline and manners are an art of living. With Japan located in the Asia-Pacific Region, speaking Japanese can be an attribute workwise, particularly in Commerce. Studying Japanese develops students' thinking and analytical skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. Japanese is the fourth highest scaled subject across all learning areas and can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

Students will learn:

- How to read and write Hiragana and Katakana characters
- How to greet others and introduce themselves
- How to talk about themselves and their personal world
- How to express likes and dislikes
- How to compare Japanese and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

Students will develop skills in:

- Identifying and drawing characters + Grammar
- Reading, listening, speaking, writing, viewing
- Creative thinking
- Analytical processes
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing), Characters and Grammar
- Summative Assessments: All skills, Characters and Grammar
- End-of-Semester Examination: Focus on the Semester topics and Reading, Listening, Speaking, Writing skills + Grammar

YEAR 8 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

JAPANESE

The Japanese Program at Xavier College is designed to establish strong learning skills and habits, to provide a sound foundation for future language studies and to promote intercultural understanding. Japanese is a complex language based on ancient characters and founded in a remarkable society and culture where the notions of discipline and manners are an art of living. With Japan located in the Asia-Pacific Region, speaking Japanese can be an attribute workwise, particularly in Commerce. Studying Japanese develops students' thinking and analytical skills, which are transferable to all other subjects, and participates in the cognitive, personal and social development of the individual. Japanese is the fourth highest scaled subject across all learning areas and can contribute generously to reaching a high level of general achievement in Year 12, opening varied doors for students' University pathways.

Students will learn:

- How to read and write Hiragana, Katakana, and Kanji characters
- How to describe daily routines, including school, home life and leisure
- How to talk about food, diet and the body
- How to talk about holidays, including seasons and Japanese seasonal events
- How to express emotions in each topic seen
- How to compare Japanese and Australian cultural practices in each topic seen
- How to use grammatical concepts in communicative contexts (speaking, writing)

Students will develop skills in:

- Identifying and drawing characters + Grammar
- Reading, listening, speaking, writing, viewing
- Creative thinking
- Analytical process
- Collaborative work
- Communication and social capabilities
- Intercultural awareness and understanding

Assessment Tasks

- Formative Assessments: All skills (reading, listening, speaking, writing, viewing), Characters and Grammar
- Summative Assessments: All skills, Characters and Grammar
- Mid-Year Examination: Focus on Semester 1 topics and Reading, Listening, Speaking, Writing skills + Grammar
- End-of-Year Examination: Focus on all year topics and Reading, Listening, Speaking, Writing skills + Grammar.

YEAR 7 & 8 LANGUAGES

In recognition of the importance of cultural studies and languages being a part of the Victorian Curriculum F-10, all students at Year 7 study two Languages (Latin AND a Modern Language). In Year 8, they continue studying one compulsory language and have the option of studying a second language (in place of Magis elective and Numeracy in Action).

LATIN

The Latin program at Xavier College begins in Year 7 and is continuing the Jesuit tradition of teaching the classical languages. The value of Latin is not restricted to a knowledge of the language alone. Latin provides a strong foundation for English vocabulary and grammar and is a subject that can play an important part in the cognitive and character development of young adolescents. It encourages attention to detail, diligence, and perseverance; trains the use of memory; develops the ability to analyse, deduce, and problem solve (thinking skills which students can usefully apply to their other subjects); and is extremely valuable in teaching close concentration and the discipline of real intellectual effort. Latin is also one of the highest-scaled VCE subjects. The performance of Xavier students in VCE Latin has often been a decisive factor in securing their admission to some of the more highly selective tertiary courses.

Students will learn:

- How to identify English words derived from Latin
- How to use grammatical concepts in sentence context and structure
- How to analyse Greek and Roman mythology
- How to explore the history of ancient Rome
- How to understand the Trojan War

Students will develop skills in:

- Writing in Latin
- Translating Latin texts
- Analysing Latin texts
- Abstract thinking
- Strategic thinking

Assessment Tasks

- Formative Assessments: Grammar Tables – Translation – English to Latin
- Summative Assessments: Grammar Tables – Translation – English to Latin
- Examinations: Grammar Tables – Translation – Content Analysis or comprehension – Grammar Analysis (Y8 only)

MATHEMATICS ENRICHMENT & ACCELERATION

LEARNING FOCUS

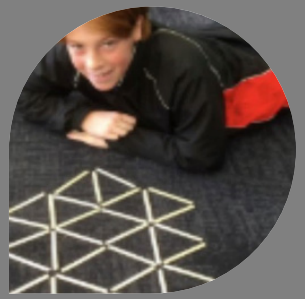
It is important to distinguish between enrichment and acceleration. Enrichment, offered in Years 7 and 8, extends students within the Year 7 curriculum by providing greater depth, challenge, problem-solving opportunities, and mathematical reasoning. Acceleration, which may be offered from Year 9 onwards by invitation, involves students accessing curriculum content above their year level.

As students transition into Year 7, Xavier College offers a Mathematics Enrichment pathway for students who demonstrate strong mathematical ability and a passion for learning.

Selection for Year 7 Enrichment is based on a range of evidence, including:

- Year 5 NAPLAN Numeracy achievement (typically within the Exceeding band)
- PAT Mathematics results (typically Stanine 8 or above)
- Demonstrated mathematical understanding and problem-solving skills in primary school
- Students currently participating in the Year 6 Enrichment program at Burke Hall will generally continue into Year 7 Enrichment, unless consultation with teachers and parents indicates that a mainstream class would better support their learning needs.
- Families will be notified of Mathematics class placements at end of Term 4 alongside Science Extension class placements.

Note: Placement criteria and class structures are reviewed at designated transition points (at the end of a term or semester), operational limitations and class limits apply. Students who are not initially placed in an Enrichment class may still be considered for entry based on their performance during Year 7.



YEAR 7 MATHEMATICS

Students will learn about:

SEMESTER ONE:

- Number Properties and Patterns
- Fractions and Percentages
- Decimals
- Negative Numbers

SEMESTER TWO:

- Algebra
- Equations
- Measurement
- Geometry

Students will develop skills in:

- Understanding, fluency, problem solving and reasoning.
- An emphasis will be on developing the ability to show logical thinking through the layout of worked solutions.

Assessment Tasks

- Topic Tests
- Practical Project
- Applied Tasks
- End of Semester Test/Examination

Extension Opportunities

- Differentiation will also occur within the classroom environment to challenge and extend the more capable students. It will focus heavily on the problem solving and enrichment tasks within the years level course and incorporate concepts from the next year level course.
- Before school mathematics support
- Mathematics competitions: The Australian Mathematics Competition, Maths Olympiad
- Mathematics enrichment: The enrichment program will focus heavily on the problem solving and enrichment tasks within the current course and incorporate concepts from the next year level.

YEAR 8 MATHEMATICS

Students will learn about:

SEMESTER ONE:

- Measurement
- Relational Thinking
- Algebra
- Probability and statistics
- Equations

SEMESTER TWO:

- Equations (continued)
- Straight line graphs
- Geometry
- Exam prep
- Percentages, Ratios, Discount

Students will develop skills in:

- Understanding, Fluency, Problem solving and Reasoning.
- An emphasis will be on developing the ability to show logical thinking through the layout of worked solutions.

Assessment Tasks

- Topic Tests
- Practical Project
- Applied Tasks
- Examination

Extension Opportunities

- Differentiation will also occur within the classroom environment to challenge and extend the more capable students. It will focus heavily on the problem solving and enrichment tasks within the years level course and incorporate concepts from the next year level course.
- Before school mathematics support
- Mathematics competitions: The Australian Mathematics Competition, Maths Olympiad
- Mathematics enrichment: The enrichment program will focus heavily on the problem solving and enrichment tasks within the current course and incorporate concepts from the next year level.

YEAR 7 ELECTIVES NUMERACY IN ACTION

"Action – in Jesuit education, learning leads to action. Teachers provide imaginative and engaging opportunities for pupils to try out new skills, to use new knowledge, to exercise new ways of expressing themselves, their beliefs, values and questions."

(Ignatian Pedagogy An abridged version of the document on teaching and learning in a Jesuit school.)

Year 7 Numeracy in Action is designed to apply skills and knowledge from Mathematics in new situations to solidify learning and knowledge with application.

The tasks and topics have been sequenced to pique students' interest and engage them in rich tasks that demonstrate how numeracy skills can be applied in a variety of subject domains in practical applications in the real world.

- Students will participate in a semester of Numeracy in Action and a semester of Literacy in Action
- Each course has two course levels to support differentiation; Enrichment and At Standard. The Enrichment course is for students to stretch students beyond their year-level achievement standard. The At Standard course is designed to build capacity and confidence with concepts.
- As part of the transition process students will be placed in Numeracy and Literacy classes
- Information used for class grouping includes; reporting data, NAPLAN and PAT (class number restrictions also apply).

YEAR 7 ELECTIVES NUMERACY IN ACTION

NUMERACY IN ACTION

Numeracy in Action electives offer applied and extended learning in Mathematics. students will have opportunities to apply, problem solve, think critically to use their numeracy knowledge and skills in new contexts and practical applications. The course will take the form of a project-based learning focus where students will explore challenges using problem solving, decision making and investigative skills.

- **Board game development:** Students will develop a Maths based board game that requires participants to solve or pass maths challenges in order to win. This requires students to develop questions and formulate solutions.

  - Questions analysis
  - Counting strategies
  - Tessellations
  - Patterns
  - Written question development
  - Timed question practice

- **Maths Investigations:** Challenges that demonstrate different applications of mathematics in real world examples that have application of number, scientific notation, conversion of units, graphing, data visualisations, samples and statistics.

  - Unpacking data and results
  - Use of Excel to present data and findings
  - Use of Forms to collect data

YEAR 8 ELECTIVES NUMERACY IN ACTION

Numeracy in Action electives offer applied and extended learning in Mathematics. Numeracy skills intersect science and technology, through these electives students are able to engage with a variety of different problem solving scenarios and in doing so the applications of maths. The courses are not streamed, they are explicit opportunities to apply, extend and enrich students with opportunities to see mathematics in daily life, and through the practice and application their numeracy skills are deepened and enhanced. Students should select the course that piques their interest, each course provides opportunities to practise an area of applied mathematics that is linked directly to their mathematics coursework, each course promotes engagement and relevance in maths. Students should **select one** of the following -

Statistics (MATHS)

There are many real world applications of statistics, in this course students will use data to explain and respond to a student developed inquiry question, for example a rhythm for a genre of music, or a scientific research prompt (growth of mould, cell growth or pathogen) and then develop a series of proofs using formulas and data sets that demonstrate evidence of solutions or predictions.

Data Science (MATHS AND SCIENCE)

Data science is like a detective game, where you use maths, science, in conjunction with analytical and computer skills to find hidden clues in a wide range of information. These clues help people make important decisions, make plans and projections. In this course students will gather all kinds of data and look for opportunities for data leveraged decisions, such as optimising manufacturing and supply chains, health care, weather predictions for agriculture and tracking physical data for athletes. Just like how technology has permeated many aspects of life at a fast rate, data is everywhere, and that's why data science as a tertiary pathway and occupation is growing at light-speed. In this course students will learn why working in data science is the coolest job of this century!

Maths, Extending in Problem Solving (MATHS)

This course will provide students time and practice in problem solving. Each topic is linked to the core strands of Maths; Number and Algebra, Measurement and Geometry and Statistics and Probability - in each topic students explore different strategies for problem solving such as; making models, looking for patterns, substituting with simpler numbers, trial and error and working backwards.

Rockets & Energy (SCIENCE AND TECHNOLOGY)

This elective presents an exhilarating opportunity for students to learn about the science behind rocket propulsion and the different forms of energy involved. It explores the fundamental principles of physics and engineering, as well as the chemical reactions that enable rockets to launch and travel through space. Through hands-on experiments and engaging discussions, students will dive into the exciting world of rockets. They will investigate how rockets transform chemical energy into kinetic energy, and how potential energy is used during flight. Students will make a rocket to learn the principles behind rocket design and the role that aerodynamics plays in space travel. The course will provide a practical understanding of energy conservation and transformation, highlighting its relevance to the real-world application of rocket science.

MUSIC

LEARNING FOCUS

Music in Year 7 & 8 involves four main focal points; Performance Skills, Composition, Presentation and Analysis. Students involve themselves in music as artists, audience members, performers and composers.

Students analyse and explore music from a range of genres to foster an understanding of various times, places, cultures and contexts. Students create rhythmic compositions, which they present for their peers. They also compose melodies inspired by video games.

The elements of music are investigated, and students develop an insight into compositional devices used by composers throughout history.

In Music, students learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. This is in line with the values of Ignatian Pedagogical Paradigms and cura personalis: Experience, Reflection, Action and Evaluation.

YEAR 7 MUSIC

Students will learn about:

- Musicianship and Music Theory
- Music in Film
- Rhythm and Percussion skills

Students will develop skills in:

- **Performance:** Solo and ensemble performance through singing, movement and the use of pitched and unpitched percussion.
- **Composition:** Developing and using their knowledge of the elements of music to compose a soundtrack to a given film clip.
- **Rhythm:** Recognising and implementing rhythmic elements
- **Melody:** Recognising and implementing melodic elements using solfa
- **Music Analysis:** Analysing a given piece of music using the elements of music (rhythm, melody, tempo, dynamics).

Assessment Tasks

- Performance
- Composition
- Theory tests
- Aural tests
- Analysis Tasks
- Presentation

Year 7 Extension Opportunities

- Co-curricular Instrumental Music Program
- Ensemble program
- External concerts and competitions

YEAR 8 MUSIC

Students will learn about:

- Rock and Roll
- Video Game Music – Exploring music in video games
- Composition Techniques – Transition, Repetition and Contrast

Students will develop skills in:

- **Performance:** Solo and/or ensemble performances.
- **Composition:** Composing an original piece of music that includes creating ostinatos and melodies.
- **Rhythm:** Recognising and implementing rhythmic elements
- **Melody:** Recognising and implementing melodic elements
- **Music Analysis:** Analysing a given piece of music using the elements of music (rhythm, melody, timbre, tempo, dynamics, expressive techniques and structure).

Assessment Tasks

- Performances
- Aural tests
- Composition
- Music analysis
- Presentation

Year 8 Extension Opportunities

- Co-curricular Instrumental Music Program
- Ensemble program
- External concerts and competitions

SCIENCE

LEARNING FOCUS

The Science curriculum focuses on blending knowledge and skills in a practical environment. Students develop a number of skills such as the identifying and using specialist equipment and following safe and testable protocols through the scientific process. The learning focus in Science is to develop inquiring minds in individuals who approach this subject as a field of discovery, and who will be capable of responding to the future needs of an ever-changing world. Students will be supported in this through teaching practices that engage them as critical thinkers. There is an emphasis on developing skills in questioning and predicting, planning and conducting experiments, as well as processing and recording observable results in a variety of meaningful formats. In processing their findings students are challenged to relate practical based observable results to theoretical information examined in class.

The Year 7 and 8 Science curriculum covers a variety of topics in the different branches including biological sciences, from cells right through to systems of the human body with dissections, to interactions between species. Physical sciences investigate the forces by building working parachutes, light and sound characteristics, as well as the various forms of energy. Studies of renewable and nonrenewable sources, and their uses, are also examined and their future implications for society. Chemical sciences investigate elements, compounds and mixtures, explore atoms at the subatomic level and analyse why they chemically combine to make new substances. Earth and space sciences explore the composition of the earth's surface, as well as predictable phenomena in relation to the Earth's position relative to the moon, other planets and the sun.

YEAR 7 SCIENCE

Students will learn about:

- Introduction to Science
- Forces and Simple Machines
- Astronomy
- The Atomic World
- Classification and Ecosystems

Students will develop skills in:

- Planning and conducting scientific investigations and experiments
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations and using appropriate scientific language.

Assessment Tasks

- Topic Tests
- Research projects
- Applied Tasks
- Practical Reports

Extension Opportunities

- National Science Week Opportunities
- Science Talent Search competition

YEAR 8 SCIENCE

Students will learn about:

- Types of energy
- Cells
- Rock Cycle and Plate Tectonics
- Physical and Chemical Change
- Electrical Circuits
- Organ Systems: Digestive

Students will develop skills in:

- Planning and conducting scientific investigations and experiments
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations and using appropriate scientific language.

Assessment Tasks

- Topic Tests
- Practical Reports
- Research projects
- Examination

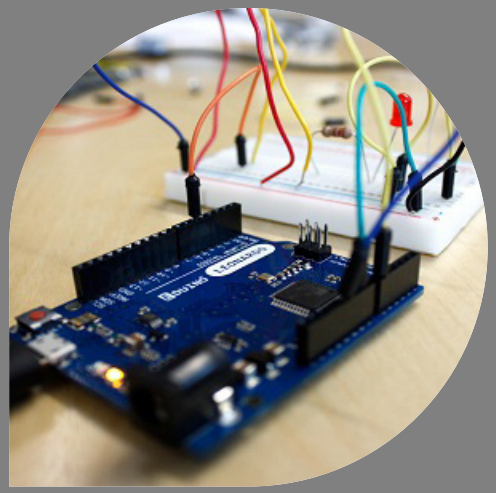
TECHNOLOGIES AND INNOVATION

LEARNING FOCUS

The Technologies and Innovation electives encompass the two related but distinct areas of digital technologies and design technologies. The combination of specialist programs aims to empower students to create innovative physical and digital solutions to real world problems.

In Digital Technologies students will be challenged to create digital solutions using traditional coding techniques or in the fixed-arm robotics laboratory. Computational thinking, collaborative and individual learning, computer programming skills through the exploration and application of key coding concepts. Ethical, legal and safety issues surrounding information systems are embedded across the subject area.

In Design Technologies, students are introduced to the design thinking process in responding to a need or opportunity, creating real solutions whilst learning the safe use tools and also the CAD/CAM workflow for 3D printing and laser cutting.



DIGITAL TECHNOLOGIES

Students will explore the basics of coding utilising a microprocessor to visualise the results. This elective assumes no prior programming skills, the projects and tasks enable stretch independence and extension. The course will cover;

- Programming a microcontroller
- Basic overview of programming languages
- The appropriate and ethical use of artificial intelligence for computing
- Data analysis (MS Excel)

YEAR 8 ELECTIVES TECHNOLOGIES AND INNOVATION

Students should **select one** of the following -

CODING: SPORT ANALYTICS AND 2-D GAMING

Students continue to develop their coding abilities by analysing real data during the first half of the semester. The second half of the semester, the students continue to develop their coding skills by creating 2-Dimensional games.

MECHANICAL ENGINEERING

In this practical course, students will explore the use of different materials and workflows for producing parts and assembling mechanical systems. They will be exposed to a simple design process to take a concept to production. There is a focus on learning basic construction skills, in operating tools and machinery safely. Students will employ a combination of traditional and contemporary workflows including 3D printing and laser cutting / engraving.

This elective assumes little, to no prior knowledge of working with materials or the design process.

MAGIS

LEARNING FOCUS

“Magis” is a Latin term that means “more” or “greater.” In this context, Magis refers to the philosophy of doing more for Christ and for others. It embodies the idea of striving for excellence, pushing beyond the minimum requirements, and seeking to give one’s best effort in service and love.

The concept of Magis encourages individuals to continually seek ways to improve and deepen their relationship with God, to be more generous in their service to others, and to pursue personal and spiritual growth. It is about finding ways to enhance the impact of one’s actions and to make a greater difference in the world.

Our Magis electives are interdisciplinary, they connect subject content with greater world themes, service, technology implications and historical stories while stretching students to apply and extend their knowledge and learning from their core subjects in new ways.

YEAR 8 ELECTIVES MAGIS

DIGITAL ART AND DESIGN (ART, VISUAL COMMUNICATION AND DESIGN AND TECHNOLOGY)

This elective is focused on experimentation with the creation of digital content across a range of disciplines. Students will combine traditional and contemporary art and design methods to create immersive artworks. This involves digital illustration, photography, editing and animation. Students will consider innovations in art and design to inform the implementation of design thinking strategies for individual projects. Stimulus tasks will draw from creative industry-based experiences and personal interests which may include participation in exhibitions, performances and/or workshops.

ASTRONOMY

Embark on an exciting journey through the cosmos in this Magis Elective. Explore the history of astronomy, the solar system, and the language used by astronomers. Learn to identify constellations, map stars, understand Earth's movements, and investigate how gravity shapes planetary orbits.

Study planets, moons, asteroids, comets, stars, galaxies, and the Milky Way. Discover the science behind black holes, exoplanets, and the search for life beyond Earth. Develop practical astronomy skills through telescope use, star charts, simulations, and night-sky observations.

Students will also examine the contributions of Jesuit astronomers and the work of the Vatican Observatory. The course introduces emerging fields such as astrobiology and astrochemistry, with hands-on investigations including space chemistry simulations and the analysis of spectroscopic data.

Through research, problem-solving, practical activities, and presentations, students will develop a deeper understanding of the universe and the scientific methods used to explore it. This elective is ideal for curious learners who are fascinated by space and eager to discover the mysteries of the cosmos.

CHAOS, MURDER AND MAYHEM IN VICTORIA (HISTORY)

Students will explore some of the little-known parts of Victoria's history and discover some of the wild and surprising moments that are easily overlooked. Students will discover how, after having maintained and nurtured this environment for countless generations, Victoria's Indigenous peoples experienced two significant experiences of chaos: the land rush and the gold rush. These social, cultural and environmental revolutions created a sustained period of upheaval that was experienced by Indigenous and European people in different ways. Students will also investigate some of the consequences of these revolutions, including the emergence of the Kelly Gang. Students will then explore a couple of more recent episodes of mayhem in Melbourne: the 1917 Food Riots and the Police Strike in 1923.

YEAR 8 ELECTIVES MAGIS

Democracy, Justice and Law (CIVICS)

Students will start by learning about the Australian government, our democracy, and the Australian Constitution. They will learn about how the constitution was created and how it can be changed. Students will then learn about active participation and referendums, drawing on the recent voice to parliament referendum. Following this, students will learn about Australia's legal system, common law in Australia and Australia's court system before completing a more complex investigation into civil and criminal law. Students will complete an excursion to Victoria's parliament to contextualise their learning in action.

Psychology (SCIENCE)

In this course, students will have the chance to conduct research relating to the impact of technology on human psychology, they will look at this through both a positive and negative lens using prompts such as; frontiers of research and developments involving the human brain and consciousness such as understanding consciousness and perception and recording memories and dreams, and, the negative impact of technology on human psychology such as the effects of internet usage on the brain, gaming addictions from a biological, psychological, social causation. Across the course they will focus on how research is done in a psychological context, and students will learn how analyse raw data and present it to an audience. They then create, carry out and evaluate their own piece of research in the school. This will be the culmination of their learning and will combine all the research and theory skills they have developed throughout the course.

Advanced Music Performance (MUSIC)

This elective is a practical course for keen musicians wanting to extend their instrumental learning and practice. The course caters to students who are already studying an instrument and are committed to regular practice. This course will provide an additional space for developing musicianship, ensemble technique and performance practice. Students will be required to bring their instruments to class as they engage in performance tasks and group instrumental compositions.

This elective is a precursor for the Yr 9 & 10 Music Performance electives and VCE Music Performance.

YEAR 8 ELECTIVES MAGIS

Sonic Innovators (MUSIC AND TECHNOLOGY)

Sonic Innovators focuses on creating and performing music using a computer. Using the software Ableton Live and a MIDI keyboard or Launchpad, students will turn their computer into an instrument where they can trigger and loop sounds, notes, phrases and beats for live performance. Using loops, students learn basic music production techniques to create songs in a modern style. Students also learn some simple digital DJing techniques to smoothly present a set of songs. This elective extends on the music technology covered in the Major Study Music classes and can lead into the Yearr 9 & 10 and VET Music Industry classes but is not a requirement.

Podcasting (ART & MEDIA)

Students explore how media creators use sound, images and design to communicate ideas, entertain audiences and promote products or events. Through hands-on projects, students develop practical skills in planning, recording and editing podcasts, while learning the fundamentals of digital branding and advertising. Using industry-standard software, students experiment with audio editing, graphic design and digital storytelling to create engaging media products. Throughout the course, students develop their creativity, collaboration and communication skills while responding to design briefs for real-world and imagined audiences. They investigate how media influences people and communities and reflect on how effective media products are planned, produced and evaluated.

LEARNING AREAS YEAR 9

Click on Learning Area headers to jump to each section

- RELIGIOUS EDUCATION
- THE ARTS
- COMMERCE AND ENTERPRISE
- ENGLISH
- HEALTH AND PHYSICAL EDUCATION
- HUMANITIES
- LANGUAGES
- MATHEMATICS
- MUSIC
- SCIENCE
- TECHNOLOGIES AND INNOVATION

RELIGIOUS EDUCATION

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

Year 9

Religious Education 66

Personal Formation 67

RELIGIOUS EDUCATION

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

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

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

Course Description

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

Units Studied

- The Bible and the Gospel of Luke
- The Catholic Church in Australia
- Awesome Jesuits
- Mary, Mother of Jesus
- The Christian way
- Personal development, relationships and masculinity

Key Skills

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

Assessment

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

Outcomes

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

PERSONAL FORMATION

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

Course Description

Personal Formation is taught once per cycle in Year 9 by the Head of House, and provides students with a dedicated space to reflect on themselves, their relationships, and their personal growth.

Semester 1 focuses on self-awareness through:

- Organisation and study habits
- Identifying and applying character strengths
- Recognising and responding to emotions
- Optimism and resilience
- Stress management
- Healthy sleep habits

Semester 2 focuses on relationships with others, including:

- Building respectful and positive relationships
- Developing empathy and understanding different perspectives
- Online communication and digital relationships
- Expectations in different relationship contexts
- The impact of alcohol and other drugs on the body, brain, and relationships
- Consent and respectful interactions

Throughout the year, students also participate in the Examen, a reflective form of meditative prayer drawn from St Ignatius' Spiritual Exercises, fostering reflection, gratitude, and personal growth.

Assessment

- Coursework
- Surveys
- Discussion

Units Studied

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

Key Skills

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

Outcomes

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

Pathways

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

ARTS

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

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

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

Year 9

Art	**69**
Drama: Improv	**70**
Drama: Staging a Play	**71**
Media: Film	**72**
Media: Photography	**73**
Visual Communication Design	**74**

ART

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

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

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

Course Description

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

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

Units Studied

1. Drawing techniques
2. Folio skills
3. Composition and visual conventions
4. Visual analysis

Key Skills

- Develop and document ideas using traditional and digital folio processes.
- Apply drawing and sculpture techniques to create artworks.
- Experiment with materials, methods and art-making processes.
- Build technical skills through practical studio based learning.
- Investigate historical artworks and analyse the processes used to create them.

Assessment

- Drawing folio
- Thematic folio
- Theory tasks
- Examination

Outcomes

- Experiment with visual conventions, visual arts processes and materials to develop and refine skills and personal expression to create artworks that communicate ideas, perspectives and meaning
- Explore and express ideas/concepts and themes in artworks.
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in artworks.
- Plan, develop and resolve artworks that communicate ideas, perspectives and meaning
- Use visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and meaning.
- Create and present artwork considering how ideas can be conveyed to an audience.
- Reflect on, analyse, evaluate and document the ways they and other visual artists respond to artworks and influences to inform and refine their own visual arts practice.

DRAMA: IMPROV

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

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

Course Description

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

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

Units Studied

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

Key Skills

- Students will experiment with the elements of drama to initiate, respond to and develop ideas that shape drama that is improvised and spontaneous.
- Students will practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action.
- Students will evaluate how the elements of drama, forms and performance styles in professional drama convey meaning and aesthetic effect.

Assessment

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

Outcomes

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

DRAMA: STAGING A PLAY

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

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

Course Description

Drama: Staging a Play formalises the experience of selecting and rehearsing and performing a scripted play to an audience. Students will be involved in a range of practical dramatic exercises and activities to develop expressive skills of voice, movement and gesture and apply these to create characters. Students consider how to enhance their performances using a range of stagecraft, such as lighting, sound, set and costumes. Students reflect upon their performance making.

Students will create and present performances within the class and to a wider audience and reflect upon the techniques and skills applied in the process of development of these performances. Students will also attend and respond to professional performances to appreciate wider applications of theatrical techniques and performance styles.

Units Studied

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

Key Skills

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

Assessment

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

Outcomes

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

MEDIA: FILM

Lights!
Camera!
Sursum Recorda!

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

Course Description

Year 9 Film students develop practical screen production skills through the stages of filmmaking and/or animation. In pre-production, students generate ideas, write and format scripts, and communicate visual concepts through storyboards and planning documents. During production, students explore cinematography, animation principles, composition, performance, framing, and lighting, considering how these techniques engage audiences and communicate meaning. In post-production, students develop skills in editing, sound design, visual effects, and finishing processes to create polished screen-based works.

Through collaborative production projects, students pitch ideas, respond to feedback, and undertake a range of creative and technical roles both behind and in front of the camera. Students investigate traditional and contemporary film and animation, analysing narrative conventions, genres, technical and symbolic codes, and the work of significant filmmakers, animators, and/or auteurs. Using industry-standard digital tools including Adobe Creative Cloud students create short film productions while developing an understanding of screen storytelling and audience engagement.

Units Studied

1. Script writing
2. Storyboarding
3. Film production
4. Editing and postproduction effects
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

- Film Analysis
- Pre-Production Task
- Production Task
- Examination

Outcomes

- Investigate the ways that media artists across cultures, times, places and other contexts use media arts concepts to construct representations in media arts works to communicate and challenge ideas, perspectives and meaning
- Experiment with media processes and skills, media language and media technologies throughout the production process to construct representations that reflect ideas, perspectives and meaning
- Design and structure media arts works that communicate ideas, perspectives and meaning
- Select and apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and meaning to an intended audience

MEDIA: PHOTOGRAPHY

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

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

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

Course Description

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

Students will learn about the introduction to the history of photography, the 35mm SLR camera and negative photography and darkroom processing as well as an introduction to the digital single-lens reflex camera (DSLR), skills in aperture, shutter speed and ISO and basic lighting set ups, camera shots and techniques. Through photography walking excursions this course explores the local areas of Kew and Hawthorn through a camera lens.

Units Studied

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

Key Skills

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

Assessment

1. 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, they will develop negatives to create black and white photographs in the darkroom.
- Students will learn how to use the manual functions of a DSLR camera, they will shoot and print digital photographs.
- Students will research analogue and digital photographers and learn how to use digital manipulation software - Photoshop.

VISUAL COMMUNICATION DESIGN

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

Our Visual Communication Design studios have well equipped learning environments that endeavours to give the students a design studio experience.

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

Course Description

Year 9 Design introduces students to the design fields of Messages, Objects, Environments, and Interactive Experiences through creative design projects. Students develop visual communication skills and use design thinking to solve problems and communicate ideas. They explore manual and digital drawing techniques, including sketching, rendering, technical drawing, and 3D visualisation, while building an understanding of materials, form, space, and presentation. Using industry-standard software such as Adobe Creative Cloud, Procreate, and Fusion 360, students create digital designs, CAD models, and presentation layouts. Opportunities to develop physical prototypes, including 3D-printed designs, support the practical application of design concepts.

Units Studied

1. Technical Drawing
2. Digital Design Methods
3. Design Process

Key Skills

- Apply design thinking to develop creative solutions that meet a design brief, audience, and purpose.
- Generate, refine, and present visual communications using appropriate methods, materials, media, and presentation techniques.
- Use manual and digital drawing methods to communicate ideas effectively across the design fields of Messages, Objects, Environments, and Interactive Experiences.
- Analyse and evaluate design decisions by considering audience needs, context, and the effectiveness of visual communication.
- Apply and evaluate design elements and principles to create purposeful and engaging design outcomes.

Assessment

1. Development Folios
2. Final Presentations
3. Design Analysis
4. Examination

Outcomes

- investigate the ways that designers from a range of cultures, times and places use visual communication practices to communicate ideas and information in different cultures, times, places and other contexts
- investigate the ways that Australian designers, including Aboriginal and Torres Strait Islander Peoples, use visual communication design to celebrate and present multiple perspectives of Australian identity across fields of design practice
- experiment with visual language, methods, media and materials to generate and develop design ideas and concepts and refine visual communication designs across fields of design practice
- select and apply visual language, methods, media and materials to generate design ideas, refine concepts and present visual communication designs for a communication need, target audiences and users.

COMMERCE AND ENTERPRISE

Starting a Business is a dynamic Year 9 elective designed to introduce students to the fundamentals of entrepreneurship through hands-on, real-world learning. Guided by an entrepreneurial mentor, students will develop innovative and sustainable business ideas, exploring key concepts such as market research, competitor analysis, product development, and pricing strategies. They will apply design thinking to create and test prototypes, build teamwork and project management skills, and learn how to effectively pitch their ideas to an audience. With a focus on creativity, critical thinking, and collaboration, this subject equips students with essential future-ready skills while fostering confidence and a problem-solving mindset.

Year 9

Starting a Business 76

STARTING A BUSINESS

ELECTIVE | **SEMESTER LONG**

At year 9, students will compete for votes during a business trade-fair at the end of their learning.

Course Description

This subject supports students to create an innovative, scalable and sustainable business, with the assistance of entrepreneurial mentors to assist the formation of business ideas. Students explore a range of concepts, including competitor analysis, market research and design thinking. They are also encouraged to construct a minimum viable product to test the validity of their business concept. Product pricing is also investigated to examine the importance of profit. Project management skills are adopted to encourage effective teamwork and a healthy environment for collaboration.

Units Studied

1. Design Thinking
2. ASX Sharemarket (Game)
3. Minimal Viable Product and Ideation
4. Competitors, Marketing and Pricing

Key Skills

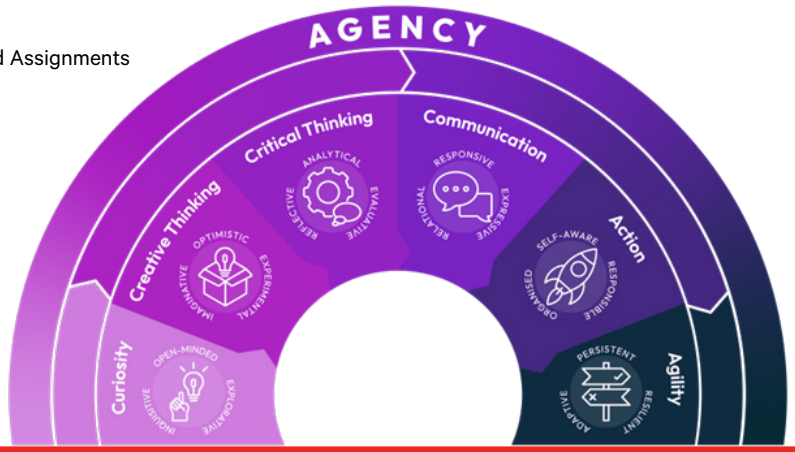
- Develop an awareness of personal expertise and authenticity based on our past experiences
- Introduce four types of innovation: incremental; architectural; disruptive; and radical.
- Research an industry with credible sources to complete a competitor analysis for an industry.
- Utilise project management skills to enable effective team collaboration.
- Complete market research on a protype with potential customers, users or beneficiaries.
- Participate in a professional sales pitch for the business idea in front of a large audience, with a post-pitch self reflection/ evaluation.

Assessment

- Project Based Assessments and Assignments

Outcomes

In Starting a Business, students will step into the role of young entrepreneurs, taking a business idea from concept to market. Over the semester, they will identify real-world problems, explore innovation strategies, and develop creative, scalable solutions. Students will conduct industry research, analyse competitors, and use design thinking to prototype and test their ideas with real users. They will build financial models, craft marketing strategies, and pitch their ventures to authentic audiences including local entrepreneurs, peers and leaders of the school. Throughout the course, students will develop key future-focused capabilities such as critical thinking, creativity, communication, and agility. This immersive experience not only builds business acumen but also empowers students to become confident, capable problem-solvers ready to shape the future.



ENGLISH

At Xavier, the foundation of English education is the Jesuit tradition of forming young men who think critically, communicate confidently, and engage meaningfully with the world. In Year 9, students explore a diverse range of texts and ideas, developing the literacy and critical thinking skills to explore language, literature, and the world around them. Through reading, discussion, and creating their own texts, students grow as thoughtful, passionate communicators who are equipped to understand others and the world around them.

Year 9

English 78

Literature 79

ENGLISH

Create a piece of writing that showcases your voice.

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

Course Description

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

Units Studied

1. Film study
2. Contemporary Issues Analysis
3. Australian texts
4. Text Exploration

Key Skills

- Students use mood and style vocabulary to strengthen relationships and social roles when interacting with others.
- They express and justify personal opinions using evaluative and substantiative language.
- When speaking to audiences, students deliver structured texts suited to purpose and audience, using multimodal or digital elements.
- They adjust formality and use appropriate vocal features based on context.
- Students engage with various text types, using vocabulary and grammar knowledge to support understanding.
- They discuss personal and cultural responses to texts, comparing initial and later impressions.
- Students analyse how language, images, and sound convey values and influence audience attitudes.
- They examine how authors adapt and experiment with form, including the use of literary devices and symbols for meaning and aesthetic impact.
- In writing and speaking, students present ideas through a voice or perspective, experimenting with structure and multimodal elements.
- They review and refine their texts, using grammar, punctuation, and vocabulary creatively, including standard and non-standard forms.

Assessment

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

LITERATURE

The study of Literature engages with powerful ideas across cultures and centuries. It also enhances critical reading and writing.

ELECTIVE **SEMESTER LONG**

Course Description

Year 9 Literature supports all subjects where critical reading and writing is involved.

Year 9 Literature offers students an opportunity to build on a love of literature. There is a focus on language use and close analysis of texts.

Units Studied

1. Creative Writing
2. Close Analysis Essentials

Key Skills

Students will:

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

Assessment

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

Outcomes

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

HEALTH AND PHYSICAL EDUCATION

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

Year 9

Health and Physical Education 81

Physical Education Elective: Body Systems & Exercise 82

Physical Education Elective: Performance Enhancement 83

HEALTH AND PHYSICAL EDUCATION

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

Course Description

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

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

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

Units Studied

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

Key Skills

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

Assessment

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

Outcomes

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

Pathways

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

PHYSICAL EDUCATION: BODY SYSTEMS & EXERCISE

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

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

Sports Taping and Injury Prevention Incursion

ELECTIVE **SEMESTER LONG**

Course Description

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

Units Studied

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

Key Skills

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

Assessment

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

Pathways

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

Outcomes

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

PHYSICAL EDUCATION: PERFORMANCE ENHANCEMENT

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

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

ELECTIVE **SEMESTER LONG**

Course Description

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

Units Studied

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

Key Skills

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

Assessment

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

Pathways

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

Outcomes

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

HUMANITIES

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

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

Year 9

Geography (Core) **85**

History (Core) **86**

GEOGRAPHY

Students undertake fieldwork to investigate a local biome.

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

Course Description

Students study Biomes and Food Security and the Geographies of Interconnection in this subject. As part of Biomes and Food Security, students learn about the different biomes of the World, their distribution and the factors that affect their distribution. Students also learn about the factors that influence food security and the challenges of achieving food security. Students show their understanding of biomes and food security during fieldwork to a local farm where they collect data to answer an inquiry question.

The Geographies of Interconnection introduces the interconnections between places, and the effect of these interconnections on international trade. Students study the impacts of interconnections through trade and travel. Finally, students learn the influence of the interconnectedness of the World on the spatial spread of trends.

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

Units Studied

1. Geographical Skills
2. Distribution and Characteristics of Biomes
3. Food Security
4. Fieldwork
5. Interconnections

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

- Biomes and Food Security Test
- Fieldwork Report
- Interconnections Test
- Examination

Outcomes

In Year 9 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 evaluate the distribution of a geographical phenomenon and its implications. Students evaluate interconnections between people and places and environments. They analyse changes that result from these interconnections and their consequences. 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.

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**

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

Course Description

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

Units Studied

1. 1788: The British Occupation Begins
2. The impacts of European presence and Aboriginal people's responses
3. The Causes of the Great War
4. The Australian experience at Gallipoli
5. Australians on the Western Front.

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

- Historical writing.
- Source analysis.
- Examination.

Outcomes

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

Pathways

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

LANGUAGES

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

Year 9

Double Language Stream	**90**
French	**91**
Italian	**92**
Japanese	**93**
Latin	**94**

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 studied - 1 Semester Latin 1 Semester French, Italian or Japanese

YEAR 8

Year-long COMPULSORY continuation of French, Italian OR Japanese OPTIONAL double Language

(Latin in place of Magis & Numeracy Elective)

YEAR 9

Year-long COMPULSORY ONE Language study (OPTION FOR TWO) -

Continue Y7/Y8 study of French, Italian, Japanese and Latin.

YEAR 10

FOUNDATION FOR VCE LANGUAGE PATHWAYS

Year-long OPTIONAL Language study (OPTION FOR TWO)

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.

LANGUAGES (9 & 10 GUIDELINES)

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

Our contemporary world demands a particular exposure and engagement in global settings. The Languages curriculum includes the study of cultural and historical perspectives, speaking, writing, listening, analysing and responding to multimodal texts. Through broadening students varied cross-curricular capabilities by studying languages other than English, students will also better understand linguistic constructs and features such as grammar, phonetics, morphology and etymology, as well as consolidating their higher and critical thinking, organisation and communication skills.

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

For students new to Xavier College, who have not had the opportunity to study a language previously, will be offered the cultural pathway of studying Languages and Internationalism. Should students new to the College who wish to pursue the study of Classical Greek, Latin, Japanese or French will first be assessed for suitability by the Languages faculty and through consultation with the Head of Languages pathway options will be discussed.

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

Arts Exemptions for Languages Pathways

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

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

DOUBLE LANGUAGE STREAM

Course Description

At Xavier College, students are encouraged to continue their Language studies into the VCE. We accommodate (and encourage) the study of two Languages, starting from Year 7-VCE.

To keep studying Languages consolidates skills and competences that are transferrable in other subjects, provides valuable VCE pathways, supports tertiary opportunities, and contributes positively to ATAR outcomes while fostering confidence and intercultural competences.

At Xavier, we ensure that a Double Language Stream can be pursued from Year 7 to VCE. This is as follows:

YEAR 7 - All students study two Languages, one per semester. The two languages are; Latin, and their Modern Language.

YEAR 8 - Students can opt to continue studying two Languages, Latin being in place of a Magis Elective.

YEAR 9 – When choosing to study two Languages, the second Language is in place of two electives.

YEAR 10 – Students can We support students to study a second Modern Language externally – note that this option does not replace Xavier coursework/subjects.

FRENCH

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

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

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

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

Course Description

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

Units Studied

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

Key Skills

Students will:

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

Assessment

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

Outcomes

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

Pathways

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

ITALIAN

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

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

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

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

Course Description

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

Units Studied

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

Key Skills

Students will:

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

Assessment

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

Outcomes

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

Pathways

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

JAPANESE

Did you know that there is an Emperor in Japan?

Did you know that Manga is Japanese?

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

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

Course Description

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

Units Studied

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

Key Skills

Students will:

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

Assessment

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

Outcomes

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

Pathways

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

LATIN

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

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

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

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

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

Course Description

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

Units Studied

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

Key Skills

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

Assessment

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

Outcomes

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

MATHEMATICS

The Senior School offers an Accelerated Mathematics pathway for students who demonstrate exceptional mathematical ability and a strong appetite for challenge. The Year 9 Accelerated program incorporates elements of Victorian Curriculum Levels 9, 10 and 10A, with a focus on problem-solving, mathematical reasoning and higher-order thinking. The course is designed to prepare students for VCE Mathematical Methods Units 1 & 2 in Year 10 and further accelerated pathways in Years 11 and 12.
Selection is based on a range of academic indicators, including:

- Exceptional performance in the Year 8 Mathematics Transition Test
- PAT Mathematics achievement (typically Stanine 8 or above)
- Exceeding achievement in Year 5 and Year 7 NAPLAN Numeracy
- A minimum Weighted Average Mark (WAM) of 95% in Mathematics assessments
- Strong mathematical reasoning and problem-solving skills
- Positive learning behaviours, including persistence, organisation, independence and active participation

Placement is offered to students who consistently demonstrate readiness for the pace, depth and challenge of accelerated study.

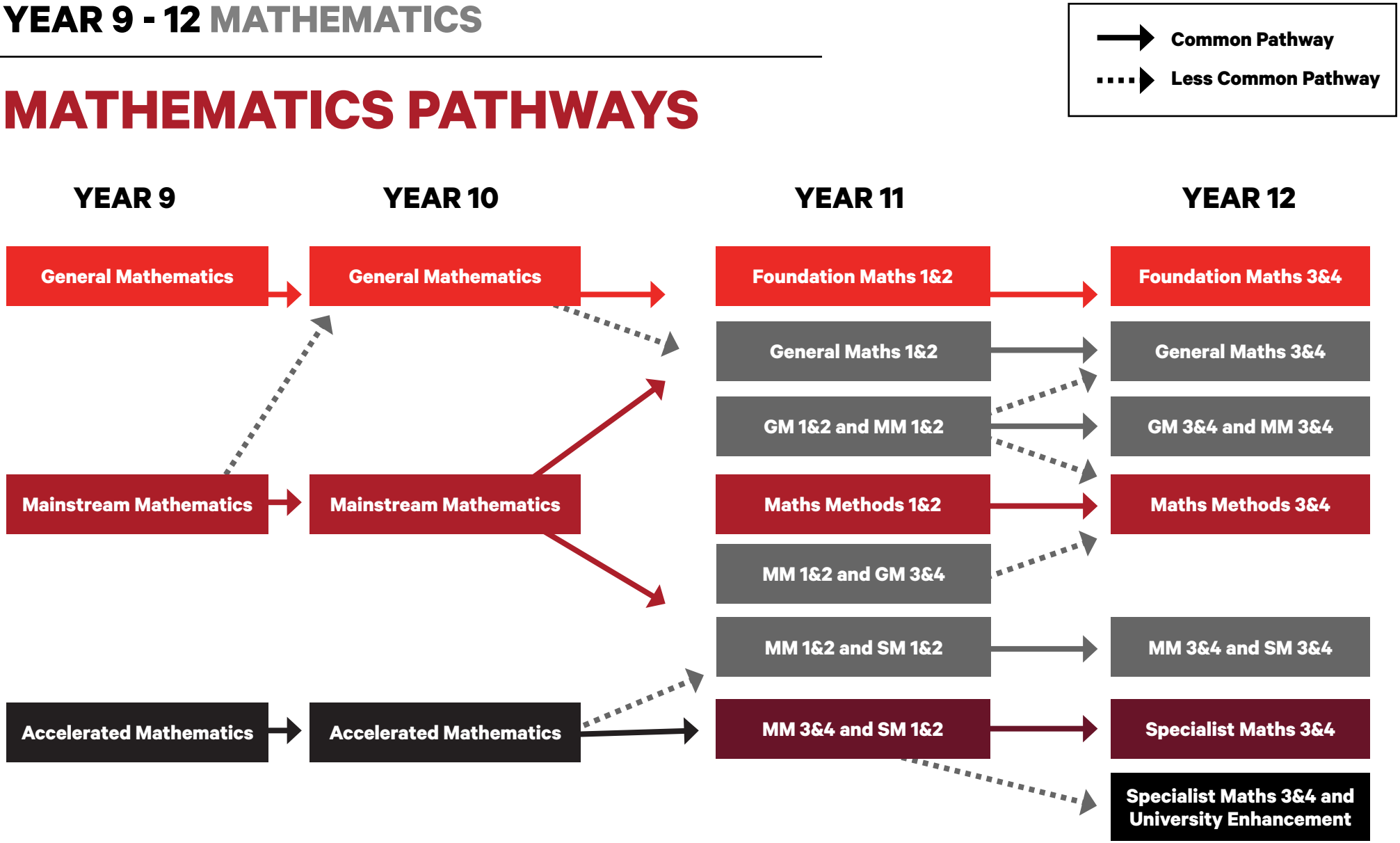
NOTE: Our goal is to ensure that all students are placed in a learning environment that both supports and challenges them appropriately, allowing them to build confidence and achieve their best in Mathematics. Any class changes occur at designated transition points (at the end of a term or semester), operational limitations and class limits apply.

Year 9

General Mathematics	**97**
Mainstream Mathematics	**98**
Accelerated Mathematics	**99**

Pathways

MATHEMATICS PATHWAYS



GENERAL MATHEMATICS

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

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

Course Description

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

Units Studied

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

Assessment

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

Key Skills

- Investigate reports of studies in digital media and elsewhere for information on their planning and implementation.
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets. Investigate the effect of individual data values including outliers, on the standard deviation.
- Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids.
- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids.

Outcomes

- Apply the distributive law to the expansion of algebraic expressions and collect like terms where appropriate.
- Sketch linear graphs using the co-ordinates of two points and solve linear equations.
- Graph simple non-linear relations with the use of digital technologies and solve simple related equations.
- Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'.
- Calculate the areas of composite shapes.
- Calculate the surface area and volume of cylinders and solve related problems.
- Solve problems involving the surface area and volume of right prisms.
- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles.
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.
- Apply trigonometry to solve right-angled triangle problems.
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events.
- Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians.
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources.
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'.
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread.
- Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range.

MAINSTREAM MATHEMATICS

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

Course Description

The Mainstream Mathematics course aims to fulfil the Victorian Curriculum 2.0 outcomes at Level 9. The course has VCE opportunity, it is designed to take all students to the point where they can make an informed choice regarding their study of Mathematics at Years 11 and 12.

Units Studied

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

Assessment

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

Key Skills

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

Outcomes

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

ACCELERATED MATHEMATICS

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

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

Course Description

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

Units Studied

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

Assessment

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

Key Skills

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

Outcomes

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

MUSIC

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

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

Year 9

Music Industry: Song Writing & DJ Performance 101

Music Performance & Composition Techniques 102

Music Performance & Improvisation Techniques 103

MUSIC INDUSTRY: SONG WRITING & DJ PERFORMANCE

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

Course Description

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

Units Studied

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

Key Skills

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

Assessment

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

Outcomes

Students develop a songwriting template to be used as the basis for their Hip-Hop song. As part of this project, they also write Hip-Hop style lyrics to be recorded over their songs. Students learn basic Digital DJing transitions to smoothly move between songs and use them to plan and perform a short DJ set. Students also learn to set up and operate a DJing live sound system that incorporates PA speakers and a microphone for announcements.

Pathways

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

MUSIC PERFORMANCE & COMPOSITION TECHNIQUES

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

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

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

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

Course Description

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

Units Studied

1. Solo & Group Performance
2. Music Analysis
3. Piano Styles
4. Composition Techniques
5. Musicianship: Aural & Theory

Key Skills

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

Assessment

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

Outcomes

Students prepare solo and group pieces of music to perform during classtime and use MuseScore notational software to create compositions in varied styles using a range of compositional techniques. They learn to notate and aurally transcribe rhythms, melodies and chords. Students also listen to music and analyse how the elements of music are used to create mood.

Pathways

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

This course runs only in Semester 1.

MUSIC PERFORMANCE & IMPROVISATION TECHNIQUES

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

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

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

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

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

Course Description

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

Units Studied

1. Solo & Group Performance
2. Jazz Styles
3. Improvisation techniques
4. Music Analysis
5. Musicianship: Composition, Aural & Theory

Key Skills

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

Assessment

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

Outcomes

Students prepare solo and group pieces of music to perform during classtime and use MuseScore notational software to create compositions in varied styles using a range of compositional techniques. They learn to notate and aurally transcribe rhythms, melodies and chords. Students also listen to music and analyse how the elements of music are used to create mood.

Pathways

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

This course runs only in Semester 2.

SCIENCE

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

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

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

Extension Science Year 9

Entry into Year 9 Extension Science is based on a range of evidence demonstrating students' scientific understanding, curiosity, and readiness for extension. Selection considers achievement in Year 8 Science assessments, teacher recommendation and approaches to learning across all studies. These criteria ensure students are well placed to benefit from the challenge and pace of the program.

Extension Science Year 10

Entry into Year 10 Extension Science is based on demonstrated achievement in Science, including unit tests and examinations. Additional considerations include practical investigations, teacher recommendations, approaches to learning. These criteria ensure students are prepared for the pace and rigour of extension studies and future VCE Science pathways.

Families will be notified of Extension class placements at end of Term 4 alongside Mathematics class placements.

Year 9

Science (Core)	**105**

SCIENCE

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

Course Description

In Year 9 Science, students explore how the world works across a range of fascinating topics, from the tiny particles inside atoms to the global systems that shape our climate.

Students will discover how atoms are structured and how radioactive decay occurs, as well as how chemical reactions transform everyday materials. They will investigate how the human body's systems work together to keep us healthy, how the body fights disease, and how living things reproduce.

Throughout the course, students build a deeper understanding of how energy moves and transforms, and explore the important connections between the carbon cycle and climate change.

As well as learning key scientific concepts, students will develop practical skills, designing experiments, analysing results and drawing conclusions, that prepare them for future study and everyday life.

Units Studied

1. Body Systems and Disease
2. Atomic Structure and Radioactivity
3. Energy Transfer
4. Reproduction
5. Chemical Reactions
6. Carbon Cycle and Climate Change

Assessment

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

Key Skills

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

Outcomes

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

TECHNOLOGIES & INNOVATION

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

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

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

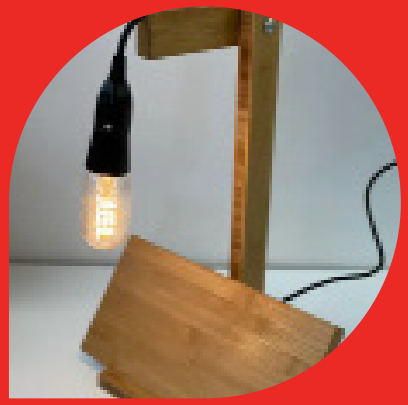
PRODUCT DESIGN focuses on creating user-friendly and visually appealing products. You'll learn about the design process, from understanding user needs to sketching and prototyping ideas. Many product design programs also incorporate computer-aided design (CAD) software, which allows you to create digital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

Year 9

Digital Business Marketing 107

Mechanical Engineering and Design 108

Product Design 109



DIGITAL BUSINESS MARKETING

ELECTIVE **SEMESTER LONG**

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

Course Description

Digital Business Marketing is a part of everyday life, and we often take it for granted. In this subject you will delve deeper into the world of computing and explore aspects of technology that provide a greater depth of understanding allowing us to make better use the technology we encounter every day.

We will look at Digital Business Marketing, what it is, what makes it useful, and strategies for implementing such a scheme. A significant part of this is investigating a simple business plan, then using project management tools, produce a business marketing website.

You will work with work with a variety of tools to design and develop an interesting story telling about hypothetical business You will also have the chance to create a website that presents your work to readers in an interesting and informative format, learning about and using technologies such as HTML, CSS and JavaScript.

Units Studied

1. Business plan and project management
2. Encryption and compression
3. Using Gaant charts to measure project progress
4. HTML and CSS for web pages
5. Learning and using JavaScript

Key skills

- Understand the importance of business plans for effective digital business marketing.
- Learn an apply project management skills which can be taken into the workforce.
- Create interactive lists that allow a visitor to explore your business.
- Use HTML and CSS to create web pages that allow for separation of content and presentation data.
- Implement JavaScript that will add dynamic capabilities to web pages and make for a more engaging and informative experience for users visiting a web page..

Assessment

- Creating a hypothetical business and associated plan
- Portfolio of materials to support the development and project management of a Digital Business Marketing website
- Portfolio of web pages made using HTML and CSS.
- Completed web page implementing HTML, CSS and JavaScript

Outcomes

By the end of this Digital Business Marketing unit, year 9 students will be empowered to:

- Design and build functional digital business marketing tools
- Develop basic programming.
- Apply problem-solving strategies to troubleshoot challenges.
- Collaborate effectively within a team environment to achieve common goals.
- Utilise project management tools to keep track of completed and future tasks.
- Gain a deeper appreciation for digital marketing.

Pathways

Digital Business Marketing introduces content and concepts that will be re-visited and extended in the VCE Applied Computing.

In Year 10 students can undertake another unit of computing – Digital Strategy & Analytics, that focusses on learning and growing skills in the programming and web development areas of computing.

MECHANICAL ENGINEERING AND DESIGN

ELECTIVE | SEMESTER LONG

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

Course Description

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

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

Units Studied

1. Future Design – How to apply the design process to solve a future problem
2. Key Knowledge of Mechanical Engineering principles and their application
3. Robotics
4. Automata
5. Trebuchet

Key skills

- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.
- Utilise Computer Aided Design software to develop solutions for the real world, and also incorporate into the workflow of producing a real world object from a conceptual idea.

Assessment

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

Outcomes

Students will learn about how a rollercoaster works and how that energy is created through movement and kinetic energy. To do this, students will explore the physical principles of the trebuchet which are crucial to the initial design process for engineers. Students will collect data and apply it to mathematical equations to know the kinetic and potential energy of their own trebuchet.

After completing this project, students will be able to describe the design decisions, physics and reasoning behind these results. In making a mechanical toy Automata, they will experiment with different materials, tools and materials such as model making, timber, plastics and 3D Printing. By combining clever design with force, motion and energy, students will create a mechanical engineered solution.

Pathways

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

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 a relevant VET course.

Assessment

- Case Analysis
- Practical Project: Fusion 360 CAD software
- Portfolio
- Practical Project
- Examination

INSTRUMENTAL MUSIC IN YEARS 7&8

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