

Elective Guide 2024 | Year 9 & 10



St Francis Xavier College



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Year 9 & 10 electives

Introduction

Students in Years 9 and 10 at St Francis Xavier College work towards their **Year 10 Certificate**.

This certificate provides a record of each student's achievements in a variety of subject areas over the two-year period.

During Years 9 and 10, all students will be expected to study **eight subjects**.

Compulsory subjects

Six of the subjects are compulsory and are studied across both years.

1. Religious Education
2. English
3. Mathematics
4. Science
5. Physical Education & Health
6. HASS: History (one semester) Social Studies (one semester)

Electives

Students will choose **either two or four subjects across the year** in both Year 9 and Year 10. These can be different each semester, year or can continue from Year 9 into Year 10.

We recommend that you take the time to explore occupations and related career pathways. This may help you decide which courses to select based on your interests and the activities you enjoy doing.

Career interests are different to abilities or skills. They are activities you enjoy doing or are interested in, which can then show where you could develop your skills and abilities.

<https://careersfx.com.au/>

<https://www.aapathways.com.au/>

NOTE: the pathways are relevant for both Vocational and University options.

Electives table 2024

Design & Technologies	Design and Graphics	Applied Technologies
	Design and Metal	
	Design and Timber	
	Engineering and Mechatronics	
	Introduction to Construction *Year 10 ONLY	
	Design in Textiles	Food & Textiles Technologies
	Food Technology	
	Hospitality Certificate 1 (VET) *Year 10 ONLY	
Digital Technology	Computing Studies; Introduction to Computers (Year 9)	
	Computing Studies: Further Computing (Year 10)	
	Digital Systems in Information Technology (VET) *Year 10 ONLY	
Health & Physical Education	Sport and Recreation Studies	Must be prepared to attend and pay for 2 camps and weekly excursions to participate in this program
Languages	Japanese	PREREQUISITE: Students must complete courses in both Year 9 in Year 10 to be eligible to study senior Languages (Please note: at present, Auslan is not offered at a senior level)
	Spanish	
	Auslan (Australian Sign Language) *Year 10 ONLY	
Performing Arts	Drama	
	Music	
	Dance	
	Live Production (VET) *Year 10 ONLY	
Visual Arts	Digital Photography and Media	
	Visual Art	
	Digital Photography (Year 10)	
	Media Arts (Year 10)	
Core subject electives (YEAR 10 ONLY)	Religious Education	
	English	
	Science	
	Humanities and Social Science (HASS)	

Choosing your electives

When considering which electives best suit, it is important that subjects which students find interesting and enjoyable are given a high priority. It is unwise to choose units because friends are also choosing them, as the friends may be in different classes next year.

Students of **Design and Textiles** will be required to purchase some fabric and haberdashery items, as needed during the year.

Students of **Sports and Recreation Studies** will be required to cover the costs of undertaking two/three-day camps and weekly excursions.

Students of **Design and Timber** may be required to purchase their own timber.

Occasionally excursions and performances will take place which cost more than \$25 per student. These will be charged on a per event basis and are in addition to the costs of the elective subjects given in the following pages.

IMPORTANT: Although we may offer the following courses, due to a variety of factors the College cannot guarantee that all these courses will run. It is important students' preference their selections, so we can try to give them one of their first three choices.

If students are in any doubt about which units may or may not suit, it is important that they talk to subject teachers or the studies coordinator responsible for that unit.

Class allocation

Initially the students will identify a rank order for the electives of their choice. The College will endeavour to allocate students to their two highest ranked electives. When there are more applicants than allocated spaces in the elective, the students will be drawn at random. The College cannot guarantee students will be able to study their two highest ranked electives. In these cases, they will be offered their next ranked elective. If a student still wishes to study their highest ranked electives, they can request class allocations to be reviewed at the end of Semester 1 as class sizes may fluctuate and in the case of Year 9, students can select them again for Year 10. The process for Sports and Recreation is found on page 31.

The College will accommodate students with a disability in their electives ensuring that reasonable adjustments are made in consultation with their parents and the Inclusive Education Coordinator in accordance with the *Disability Standards for Education 2005*.



Preparation for Vocational Education Qualifications

As SFX is a registered training organisation, additional certificates and vocational statement of attainments are offered to year 10 students through elective courses and external training opportunities.

These include but are not limited to

- RSA - Responsible service of Alcohol
- White card and Asbestos training
- First aid
- Service Stars
- Introduction to Hospitality
- Introduction to Construction
- Digital Technology
- Introduction to Creative Industries - Crew

The purpose of vocational training and education is to make you 'work ready'. VET courses provide career preparation, formal qualifications to those wanting to specialise in a certain area and enable students to build practical capability through work-integrated learning and helps develop and impart industry specific skills you need to excel professionally.

To participate in VET courses and training, students are required to provide a Unique Student Identifier (USI) to the VET & Careers Office.

It is recommended that ALL Year 9 and 10 students create a USI even if it is undecided if Vocational Training (VET) will be undertaken.

Please use this [link](#) for information about a USI and why it is required.

Please use this [link](#) to create a USI. It will take approximately 5 minutes and there is no charge.

Please the USI is created, please forward a copy to careers@sfx.act.edu.au



SFX RTO details are available vis the following [link](#).

Please note: Several of the courses included for delivery in this Course Guide reflect the current courses in training.gov. All course content will be ready for delivery as of 2022 and scope will be applied for.

Design & Technologies





Design and Technologies

Design & Graphics (Year 9 and 10)

This course introduces students to a range of Design & Graphics disciplines and technologies used in the design and manufacture of products, environments, buildings, and graphics. A wide variety of computer aided design software, sketching methods, practical prototyping of projects and the compilation of a process portfolio to document design evolution and processes will be utilised through project-based learning. This unit may include content from the areas of study below:

- Architectural design
- Industrial design
- Rapid prototyping
- Graphic design

Students will utilise the Human Centred Design Process to conceive and produce innovative designed solutions that solve identified real-world problems.

Design & Metal (Year 9 and 10)

This course introduces students to a range of metal fabrication industries. A wide variety of machines, tools and processes will be utilised through project-based learning. This unit may include content from the following areas of study:

- Sheetmetal fabrication
- Metal machining
- Welding
- Safe use of hand and power tools
- Consumer product design

Students will take part of the design process and evaluate their finished product.

Design & Timber (Year 9 and 10)

This course introduces students to a range of woodworking manufacturing processes. A wide variety of machines, tools and joining methods will be utilised through project-based learning. This unit may include content from the areas of study below:

- Cabinet construction
- Wood turning
- Safe use of hand and power tools
- Project planning and management
- Consumer product design

Students will take part in the design process and evaluate their final products.

Engineering

Fundamentals (Year 9)

In this unit, students will study a variety of themed units of work focusing on the application of Science, Technology, Engineering and Mathematics (STEM) to real life, and which reflect the skill requirements of the future Australian workforce.

Students will cover topics including Material Science, Aerodynamics, Computer Aided Design (CAD), Computer Aided Manufacturing (CAM) including 3D Printing and Civil Engineering. The course utilises a practical integrated approach which will see students exploring these topics through projects such as 3D printed CO² canister race cars, bridge building and an independent project of their own design. Through these projects, engineering and technology will be used to drive the development of technical skills and mechanical engineering knowledge.

Class members will also be expected to participate in a variety of competitions and STEM programs during the course, such as Science and Engineering Challenge, CIT Bridge Building Challenge and the F1 in Schools. Through these programs students will learn to work both independently and as a member of a team.

This course is highly recommended for students who excelled in subjects such as STEM and Electronics in Year 8 and is valuable for students considering Physics at a College level.

Applications (Year 10)

In this unit, students will study a variety of themed units of work focusing on the application of Science, Technology, Engineering and Mathematics (STEM) to real life, and which reflect the skill requirements of the future Australian workforce.

Students will cover topics including Aeronautics, Aerospace, Astrophysics, Communications and Motion. The course utilises a practical integrated approach which will see students exploring these topics through projects such as model rockets, drones and an independent project of their own design. Through these projects, engineering and technology will be used to drive the development of technical skills and Physics knowledge.

Class members will also be encouraged to participate in a variety of competitions and STEM programs during the course, such as Science and Engineering Challenge, UAV Airborne Delivery Challenge and the Aeronautical Velocity Challenge. Through these programs students will learn to work both independently and as a member of a team.

This course is valuable for students considering Physics at a College level.

Introductory Construction (VET - Year 10 only)

This course includes a pre-vocational introduction to [Certificate II in Construction Pathways](#) which can be undertaken in Years 11 & 12.

Please note: to complete this qualification, students must undertake this course for the whole year.

This course is designed for students who intend to pursue a career in the construction industry and introduces students to the recognised trade callings in the construction it can lead to a vocational pathway and career as a:

Builder, Carpenter, Concreter, Wall and Floor Tiler, Plaster, Project Manager, Estimator, Trades Assistant, Bricklayer, Painter and Decorator, Construction Assistant, Electrician, Plumber, Floor Polisher.

This is an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. Course work is built around a basic construction project unit that integrates skills and embeds the facets of employability skills in context.

Work experience placements are highly recommended and encouraged. Students will need to enrol and complete White Card and Asbestos training before engaging in Work Experience Placements. Information for course enrolment will be provided to the students during Week 1.

Each year the College subsidises the cost of White Card and Asbestos training, however students are required to meet the remaining cost. In 2022 the cost to students was \$75 plus the \$40 government charge for the physical White card. More information is available on request.

Food Technology (Year 9)

This course allows students to build on and develop skills taught in Year 8 and choose and prepare foods for enjoyment and good health. Specifically, the course focuses on Nutrition. It covers a wide variety of information and activities designed to enhance student's awareness of what is important for a healthy lifestyle.

They will research home-made vs commercially prepared foods regarding cost, nutritional value, time, taste and appearance, analysing personal food intake, interpreting food labelling, advertising of fast foods, preparing a range of fast foods and nutrition.

This course is a hands-on practical course that promotes the development of independence, encourages working cooperatively in small or large groups and allows students to develop confidence within the kitchen environment.

At the end of the year each student will have the opportunity to design, make and decorate a Gingerbread House to take home for Christmas.

Food Technology (Year 10)

In the first semester students will get the opportunity to learn how First Nations people cared for Country and fed themselves sustainably off the land.

International taste buds will then be developed with the investigation of foods from all over the world. They will also learn how cultural factors can influence food and how it relates to Australia as a multi-cultural society.

In the second semester they will look at employment opportunities in the Food Service and Catering industry and will focus on ethical and sustainable approaches to food production, consumption, and waste.

They examine catering establishments and will plan and prepare safe food for special occasions, appropriate for small or large scale functions demonstrating appropriate food-handling and presentation skills all through a sustainable lens.

At the end of the course students will investigate, devise, produce and evaluate their own special occasion cake.

Introduction to Hospitality (VET - Year 10 only)

This course includes a pre-vocational introduction to [Certificate I](#) & [Certificate II](#) in Hospitality in Years 11 & 12. Students will have the opportunity to complete a Statement of Attainment and the completed competencies will be credited to the course of study for students that undertake the Certificate I and II in Years 11 and 12

Please note: to complete this qualification, students must undertake this course for the whole year.

This course is designed for students who intend to pursue a career in the tourism and hospitality sector and associated industries. The course provides students with the foundation knowledge and the elementary skills required to provide hospitality service to clients in a relaxed and professional environment, in a safe and efficient manner.

This is an introduction to the hospitality industry, its culture, occupations, job roles and workplace expectations. Course work is built around a basic hospitality project unit that integrates the skills and embeds the facets of employability skills in context.

Students experience a taste of what work is like in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops.

Possible job opportunities include:

- bar attendant
- café attendant
- catering assistant
- food and beverage attendant

Work experience placements are highly recommended and encouraged. Students will need to enrol and complete Responsible Service of Alcohol (RSA) training before engaging in Work Experience Placements. Information for course enrolment will be provided to the students during Week 1.

[SIT20316](#) Certificate II in Hospitality – Statement of Attainment

Students will complete the following competencies:

SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHCCC006	Prepare appetisers and salads
SITHFAB002	Provide responsible service of alcohol (RSA)

Credit Transfer - delivered by Access Recognised Training

Each year the College subsidises some of the cost of this course, however students are required to meet the remaining cost. More information is available on request. The cost for students in 2022 was \$45.

NOTE: ACT and NSW RSA requirements differ, and the ACT RSA qualification will not be accepted in NSW. However, an online bridging course can be completed.

Design in Textiles (Year 9)

In Year 9, students are introduced to the design process, and given skills and confidence when working with Textile Technology. Students will develop essential skills for garment construction with an introduction to fibre construction through exploration of woven and knitted fabrics. Students will draw inspiration from diverse sources, applying the creative process to develop and produce textile projects. Project work involves students experimenting with a variety of fabric manipulation techniques including computer aided design, dyeing and fabric colouration, embroidery and beading to create a personalised bag.

Students will explore the history of sleepwear items, considering functional and aesthetic design elements as well as technological advancements in the materials used for the manufacture of sleepwear. Students will examine the work of existing sleepwear designers to inspire the creative process they use to design their own pyjamas. Project work also includes the construction of a hooded jumper with students generating and applying design ideas using digital technology to create and transfer their designs to the garments they construct.

In the second half of the year, students will explore the properties, uses and manufacture of natural and man-made fibres to assist students in identifying fabric suitability for a variety of different projects. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. They will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Project work includes experimentation with e-textiles and digital technologies to enhance and individualize textile projects.

Design in Textiles (Year 10)

In Year 10, students focus on Textiles as a form of art, exploring the aesthetic aspects of Textiles where visual impact is obtained by applying a range of colouration and decoration techniques in both traditional and innovative ways. Students examine the work of Textile Artists and explore the influences of their designs to understand the different mediums and methods used to create their designs. They will develop skills in applying design ideas and using information from diverse sources to apply the design process when developing and producing an accessory case incorporating the dyeing and colouration techniques acquired.

Students engage in the design process including investigation, design development, evaluation, and production to achieve creative design solutions for interior design. They experiment with aesthetic, function, and structural design elements to produce soft furnishing items made from fabric designed by the students and constructed using a variety of design ideas and applications.

In Semester 2, students will examine the nature and scope of the fashion and textiles industry and the factors affecting consumer demand, selection and use of textiles. They investigate and profile an Indigenous Textile designer, documenting the creative process used by the designer, exploring the fibres used to create their designs and explaining the factors affecting their work. Students explore the elements of design and identify their use in textile designs.

Students will design and construct garments incorporating the elements of design.

Digital Technology





Digital Technology

Computing Studies – Introduction to Computers (Year 9)

In the Computing Studies course, students will gain skills in all areas of digital technology. The subject gives students a platform to explore their curiosity about how digital technology works, and how creating digital systems can affect and enhance their lives.

The Year 9 course develops student digital skills in computing systems, web design, HTML5, networks, file compression and 2D animation.

Universal skills and knowledge developed include computer programming, designing user interfaces, troubleshooting, and a thorough understanding of how computer hardware and software works.

Computer Systems

- Hardware and Software
- History of Computing
- Computer Operations
- Technical Documentation design
- Macro Design in Excel

Internet and HTML

- Internet Systems
- Networking
- Internet Ethics
- Introduction to HTML5 & CSS
- Web Page Editors

Graphics

- Graphical Theory
- Digital Stills
- Graphic Software
- Program Management
- Animation 2D and 3D

Computing Studies – Further Computing (Year 10)

In Year 10, students will focus on database design and creation, mechatronics (robotics) and Artificial Intelligence, programming, use case diagrams and app development, and an independent digital project.

Databases

- Database design
- SQL

Applications & Programming

- Graphical Programming Languages (Scratch/Flow Based)
- Text Programming Languages (C Based)
- App Design
- Advanced Thunkable Apps
- Console Applications

Excursions

- Events and Conferences

Robotics

- Artificial Intelligence
- Ethical Considerations
- Theory of Mechatronics (Robotics)
- Introduction to Algorithms
- Advanced Robotics

Mechatronics (Robotics) & Game Design (Year 9 only)

This is a one-year course that focuses on Gaming Design and Robotics. Students will learn to program robots using the LEGO Mindstorms platform EV3 through projects related to both in-class and International events such as RoboCup Junior. Students will also discover the world of game design the use of industry standard software such as Construct 2 (2D) and Unreal Engine (3D).

Assessment is based on assignment, projects, class activities, homework and exams.

Content studied will include:

- Artificial Intelligence
- Ethical Considerations
- Theory of Robotics
- Programming Fundamentals
- Algorithms and Flowcharts
- Robotics Hardware
- Game Genre
- Game Design Principals
- Gaming Applications
- Graphical Programming
- C Programming Language
- Graphic Design (Sprites)

Excursions

- Visit to the Academy of Interactive Entertainment
- Robotics Competition (e.g. Robo Cup Junior, SUGO)

Digital Systems in Information Technology (VET - Year 10 only)

This course includes a pre-vocational introduction to Business and Information, Digital Media and Technology. Students have the opportunity to complete the [Introductory Tools and Applications Skill Set](#)

Please note: to complete this qualification, students must undertake this course for the whole year.

This course explores how computers work by allowing students to build their own digital systems. During Semester 1 students will follow teacher directed activities and build a digital systems project. Students will develop skills in identifying and understanding computer components and installing operating systems, drivers and software specific to the task. This forms the basis of their knowledge for Semester 2, where students will complete their own project. Past projects include raspberry pi Gameboys, custom voice assistants, robots, Bluetooth timing gates, network security cameras, and many more.

The course includes VET accreditation for a Statement of Attainment in Introductory Tools and Applications Skill Set. This skill set addresses the skills and knowledge required to use basic computer operating systems, computer hardware, software applications and digital texts for a range of purposes required within an Information and Communications Technology (ICT) context.

The competencies provide credit towards Certificate III in Information Technology and other qualifications that allow for selection of these units.

The skill set helps prepare students for careers in:

Data Processing/ Applications Support Officer, Office Assistant, IT Business manager, Internet Systems Administrator, ICT Project Manager, E- Business Project Manager, ICT Support/user, Web developer, Technical and Network Support, Computer Operator, Call Centre Manager/employee, Desktop Publisher, App Developer, Administration Assistant, Clerical Worker, Data Entry Operator, Receptionist, Manager, Human Resource Assistant, Customer Service Assistant, Office Administrator, Project Manager.

[ICTSS00106](#) Introductory Tools and Applications Skill Set

Students will complete the following competencies:

BSBTEC201	Use business software applications
ICTICT223	Install software applications
ICTICT213	Use computer operating systems and hardware
ICTICT216	Design and create basic organisational documents
ICTICT221	Identify and use specific industry standard technologies



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Languages





Languages

Japanese

Continuity of Language study is essential for the development of fluency and intercultural capability. The prerequisite for studying our Year 9 and 10 two-year Japanese course is successful completion of Year 8 Japanese. As an exception, background speakers or those with in-country experience, are eligible for enrolment following consultation with the Languages Study Coordinator.

In our increasingly interconnected and interdependent world, individuals with a proficiency in languages are consistently leaders in their chosen fields. The bilingual advantage sets students apart in tertiary entry requirements, future job opportunities and promotions and have never been more important than in this age of disruption. The competitive lead over monolingual peers is irrefutable—language capabilities are currently ranked in the top 8 skills required of all occupations, regardless of sector or skill level. Learning a language not only increases our awareness of and ability to engage with difference, but it also increases student understanding of their own language, culture, and learning, and calls students to reflect and transform how they understand and interpret their world.

Our language programs nurture a love of learning. They also develop undeniable cognitive benefits including improved memory and decision making, critical thinking and problem-solving skills, greater concentration, creativity and flexibility—all of which are indispensable in our graduates preparing for greater engagement in an ever-changing world. Learning a language cultivates an understanding of diverse perspectives and facilitates deeper engagement with diverse peoples and cultures, ideas and foreign media.

For those students who continue Japanese study into Year 11, there is also the opportunity to sit an entrance exam for the ANU College Japanese H Course Extension Program. Successful completion of this six-term H course often facilitates an offer of early entry into ANU language courses which can also contribute ATAR calculations as a minor.

As soon as it is safe to do so, SFX will resume reciprocal biannual tours to Japan. We continue to provide a diverse range of local immersive language learning experiences and excursions, including curriculum connections with our Sister School, Takefu Higashi.

Our central text *Itomo 3 & 4* aligns with the National Curriculum and is augmented with a variety of authentic resources and learning activities to foster fluency in linguistic, cultural, intercultural and intracultural understanding.

Students will inquire into a variety of contexts for learning:

Year 9

- Milestones, experiences of growing up, languages and nationalities
- Fast food culture, shopping and department stores
- Leisure activities and theme parks

Year 10

- City vs country lifestyles
- Travel in Japan, school trips and homestays
- Part-time employment and career aspirations

Spanish

Continuity of Language study is essential for the development of fluency and intercultural capability. The prerequisite for studying our Year 9 and 10 two-year Spanish course is successful completion of Year 8 Spanish. As an exception, background speakers or those with in-country experience, are eligible for enrolment following consultation with the Languages Study Coordinator.

In our increasingly interconnected and interdependent world, individuals with a proficiency in languages are consistently leaders in their chosen fields. The bilingual advantage sets students apart in tertiary entry requirements, future job opportunities and promotions and have never been more important than in this age of disruption. The competitive lead over monolingual peers is irrefutable—language capabilities are currently ranked in the top 8 skills required of all occupations, regardless of sector or skill level. Learning a language not only increases our awareness of and ability to engage with difference, but it also increases student understanding of their own language, culture, and learning, and calls students to reflect and transform how they understand and interpret their world.

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Our central text is Viva which aligns with the National Curriculum and is augmented with a variety of authentic resources and learning activities to foster fluency in linguistic, cultural, intercultural and intracultural understanding.

Students will inquire into a variety of contexts for learning:

Year 9

- Personal travel and holidays
- Food culture and preferences
- Outings, fun activities, attending and organising events

Year 10 (from 2025)

- Leisure activities and part-time work
- Health, wellbeing, and nutrition
- Youth in action: children's rights, environmental issues, and volunteering

Auslan (Australian Sign Language) (Year 10 only)

Auslan is the language of the Australian Deaf community. This course will focus on developing visual communication strategies to effectively learn basic communication in Auslan, whilst developing an understanding of language as a structure and enhancing intercultural understanding. Students will be able to produce fingerspelling, handshapes, movements and locations of single signs in a range of interactions with the teacher and each other. Language is adjusted to suit different purposes, contexts and situations as students learn how culture shapes language. Students build a vocabulary and grammatical base allowing them to compose and present different kinds of text by responding to instructions and describing familiar objects, animals, family, friends, favourite activities and food through interactive experiences.

Semester 1:

- Deaf culture and Auslan context
- Greetings and introductions
- Alphabet fingerspelling and numbers
- Ask and answer simple questions (who, what, when, where)
- Build vocabulary and grammar for simple conversations.

Semester 2:

- Deaf community and history
- Express agreement and disagreement
- Responding to instructions
- Conversations of family, friends, animals and activities
- Use visual-gestural communication strategies.

Performing Arts





Performing Arts

Drama (Year 9)

Semester 1: Tragedy and Comedy

In this unit, students will study the most significant genres of dramatic tradition, Tragedy and Comedy. They will focus on developing performance and general acting skills using games, improvisation, expressive movement, mime and characterisation. Script exploration utilising expressive, interpretive and characterisation skills will be an important focus as students develop and perform an original work for a live audience.

Semester 2: Acting for Stage and Screen

In this unit, students will develop the skills and practices of an actor for both stage and screen. They explore the Stanislavski System and contemporary screen acting methods, applying the analysis and acting techniques they learn to their own performance and theory work. Students will create and perform a devised and scripted performance using stage and screen techniques and conventions. The Drama course also provides opportunities for students who are interested in the technical aspects of production.

Drama (Year 10)

Semester 1: Modern Drama in Performance

This unit has two main strands, the study of modern drama traditions and the interpretation and use of those styles and concepts in a major performance piece which is devised by the students.

The unit will explore modern theatre performance styles, theatre practitioners and scripts from around the world, including a focus on Australian dramatic works. Students will explore the challenging concepts of practitioners such as Stanislavski, Brecht, Artaud, Grotowski, and Wesley Enoch. Students will be encouraged to explore the notion that theatre can be a vehicle for messages and themes, as well as entertainment.

The culmination of this study will be a major performance which will be presented as a part of the *ActUp! Student Fringe Festival* at the Canberra Theatre Centre.

Semester 2: Performance and Production Unit

In this unit, students will appreciate the technical support given to actors by forming a Production Company and producing a major performance. They will learn the production process from page to stage which includes:

- OH&S Issues in relation to live performances
- Stage management techniques
- Lighting, sound, designs and cue sheets; stage / set design and construction; costumes, makeup and hair design and applications; front of house duties; publicity
- Stagecraft, stage types and their applications
- Foundations of scriptwriting
- Performance – prepare and present a complete scripted piece which reflects a major modern dramatic focus using professional theatre techniques
- Analysis of the processes involved

Music (Year 9)

It is highly recommended that a student studies a minimum of one semester of Music if they wish to select Music for Semester 2 in Year 10.

Semester 1: Ensemble Music Practise

In this unit, students will study instrumental skills on their own choice of instrument/s and gain experience in participating as a member of a band, an ensemble, or as a soloist.

Students will work towards playing pieces in set styles as well as a work of their own choice, with the aim to build the confidence to perform to the class. They will develop their knowledge of musical elements across a range of genres and they will create their own music while learning basic recording techniques.

Semester 2: Contemporary Music

Contemporary Music will give students the opportunity to improve their practical skills and to build upon existing works using their own creative interpretation. Students will continue to develop basic recording techniques and learn more about music software and programs through composition.

Students will be encouraged to continue developing musical technique on the instruments of their choice, or with vocals. Genres that may be explored throughout the unit include Rock and Jazz, along with a genre of their own choice.

For students wishing to extend their performance skills, there may be the opportunity to perform at College and community-based events.

Music (Year 10)

It is highly recommended that a student has studied a minimum of one semester of Music if they wish to select Music for Semester 2 in Year 10.

Semester 1: Practical Music Techniques

Prerequisite: Some musical experience on a selected instrument or voice would be ideal.

This unit has appeal for all students who have a love of music and are interested in the creative process. Students will be given the opportunity to develop performance skills, with the opportunity to explore their own choice of pieces as well as set performance styles. The course is designed to cover musical concepts at a more in-depth level and lead towards playing complete musical works either as part of a band, or as a soloist or accompanist.

This course involves the study of practical instrumental skills, music theory, aural development and composition. The opportunity to develop skills in the use of recording software will be offered in this course.

For students wishing to extend their performance skills further, there may be the opportunity to perform at College and community-based events.

Semester: 2 Music in Media

Prerequisite: Some musical experience on a selected instrument or voice would be ideal.

In this unit, students will explore how music has been used to enhance emotion in media contexts. They will analyse musical techniques that have been utilised in film scores, video game soundtracks and songs.

Students will have the opportunity to create their own music for an advertisement, selected short film, or video game. There is a strong focus on practise and improvement of instrumental technique on the students'

preferred instruments, and a continuation of developing of skills including tempo, pitch, balance, and stagecraft to further enhance their ability to perform successfully as part of a group, or as a soloist.

Students may also have the opportunity to participate in school and community-based events and to enter competitions such as Triple J's Unearthed or Symphony Australia's Fanfare competition.

Dance (Year 9)

Semester 1: Let Me Entertain You

In this unit, students will explore the popular genre of commercial dance. Explorations will include dance as seen in movies, TV shows and musical theatre productions. Students will participate in practical classes to develop and refine technical and performance skills.

Students will examine the historical perspectives of dance as a form of entertainment and will engage with their peers to choreograph dances by manipulating and combining the dance elements.

They may also have the opportunity to showcase their performance skills for a live audience at College or community events.

Semester 2: Contemporary Dance

In Contemporary Dance, students will explore and learn a variety of technical and performance skills within the Modern and Contemporary Dance styles.

Students will learn about and investigate the techniques and influences of a number of dance practitioners, and dance companies from around the world. They will participate in practical workshops to develop and refine their choreographic skills and they will work with their peers to create their own original contemporary dance pieces.

Dance Extra Curricular Activities:

- Excursions to see local and visiting dance companies
- In school workshops
- Dance Ensemble: Students are invited to audition for the Dance Ensemble to have the opportunity to perform at community events in the school and around Canberra

Dance (Year 10)

Semester 1: Dance Film

In this unit, students will explore the unique and powerful artform of Dance Film. The major task for the semester will involve students working in groups to design, choreograph and create their very own dance film.

Students will study several well-known dance films to help them explore the various techniques and tools required.

Practical workshops in the jazz style will also be a feature of the unit. These workshops will enable students to develop and refine their technique, expressive skills and body awareness.

Semester 2: Showbiz

In this unit, students will work as a mini Production Company to choreograph, design and perform their very own dance piece for the Ausdance Youth Dance Festival which will be held at the Canberra Theatre in September.

They will explore design and production elements that are integral to live performance such as costuming, lighting, sound and multimedia.

Following Dance Festival, students will explore a range of dance styles which may include Contemporary, Jazz, Hip Hop, Tap and African dance.

Throughout the unit, students will continue to develop their understanding of safe dance practices and will refine their choreographic and evaluative skills.

Live Production and Services (VET- Year 10 only)

This course includes a pre-vocational introduction to [Certificate II](#) in Live Theatre in Years 11 & 12. Students will have the opportunity to complete a Statement of Attainment and the completed competencies will be credited to the course of study for students that undertake the Certificate II in Years 11 and 12.

Please note: to complete this qualification, students must undertake this course for the whole year.

This course is designed for students who intend to pursue a career in the Theatre and Entertainment sector and associated industries. The course provides students with the foundation knowledge and the elementary skills required to provide technical support in a staging, lighting and audio service to clients in a professional environment, in a safe and efficient manner.

In Year 10, Live Production and Services is an extra-curricular course that is run on a Monday and Thursday afternoon from 3:30-5:00pm. As this is an offline course it will not appear on the students' elective selection form, however, they should sign up to the course on the noticeboard outside of the Performing Arts Staffroom.

Students enrolled in this course will be involved in the set-up and running of whole school events, live productions, concerts and our College Musical (resulting in additional hours).

This course aims to provide the student with appropriate skills, knowledge and attitudes towards:

- Sound design
- Lighting design
- Stage design
- Audio visual
- Stage management
- Front of house
- Workplace Health and Safety

Students learn and work in the College's professional theatre that boasts state of the art sound, lighting and audio-visual systems.

The Certificate II in Creative Industries is a nationally recognised vocational course with competency standards from the Creative Arts and Culture Training Package. It is intended that student enrolled in CREW can achieve a Statement of Attainment for competencies attained.

Structured Workplace Learning: Assessment

As a part of this course, students may be given the opportunity to participate in a structured work placement at the Canberra Theatre.

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package.

VET Qualifications

[CUA20220](#) - Certificate II in Creative Industries - Statement of Attainment

Students will complete the following competencies:

[CPCCWHS2001](#) Apply OHS requirements, policies and procedures in the construction industry CIT delivery (credit transfer)

[CPCCWHS1001](#) Prepare to work safely in the construction industry CIT delivery (credit transfer)

[RIIWHS204E](#) Work safely at heights CIT Delivery (credit transfer)

Health & Physical Education





Health and Physical Education

Sports and Recreation (Year 9 only or Year 10 only)

Can be studied in either Year 9 or 10, not in both years. *Students must be prepared to pay and participate in all excursions and camps to gain a place in this course*

As a result of this unit being traditionally oversubscribed the College will use the following process for the allocation of places in the class.

The correlation between Physical Education & Health (PE&H) and the Sports & Recreation (S&R) course means we will use the outcomes students have achieved in PE&H to assist in the selection of students for S&R. The selection process for S&R will be based on the following:

The students who have chosen S&R as their highest ranked elective will have data extracted from their Semester One report on PE&H to determine a ranking order of all students who have chosen S&R. The ranking is determined from their averaged outcomes on a 7-point scale from 'rarely' to 'consistently' in the approaches to learning from their Semester 1 Physical Education & Health outcomes. The approaches to learning outcomes include: actively engages with course content and completes classwork; works collaboratively with others; participates in class discussions; demonstrates independent learning skills; is organised and brings required equipment to class; submits assessment tasks by the due date; demonstrates respect for the learning environment, their peers and teachers.

Each student will have a calculated score out of 49 and the students with the highest averaged score will be allocated to S&R until the class limit is reached. (See Appendix attached).

Students with a disability will be considered for selection in this unit using this process and the College will discuss with their families' reasonable adjustments necessary.

Student behaviour data from Compass Chronicle may be used in the selection process to ensure the safety of all staff and students in high-risk environments.

Estimated costs:

- Surf Camp approximately \$250
- Urban Challenge approximately \$450

This Sport and Recreation elective is a one-year course. Students have the opportunity to participate in the recreation-based course in **either Year 9 or Year 10 (not both)**.

Students who do not gain a place in Year 9 will not necessarily be prioritised for first selection in Year 10. It will be a new selection process for Year 10 students, based on the criteria above.

This subject provides students with the opportunity to participate in more Physical Education lessons throughout the year of study.

The Sport and Recreation course will give students the opportunity to participate in the following units:

Safe Surfing: Students will spend double lessons at the pool, practicing stroke technique and lifesaving skills. During theory lessons students will learn about being safe in the beach environment and prepare for the surf camp. During this unit students will also attend a 3-day surf camp at South Durras, which involves surfing, stand up paddle boarding and canoeing.

First Aid and Community Sports: During double lessons students will go to various community venues to experience Canberra's recreational facilities. In theory lessons students will learn basic first aid skills and

complete the St John's CPR Certificate. There will be a cost associated if students wish to receive their CPR Certificate.

Micro Teaching: In small groups students will have the opportunity to teach primary school students. During their single lessons students will complete lesson plans and practice presentation skills. During the double lessons students will go to a local primary school and run a PE session.

Urban Challenge: During their double lesson's students will go orienteering and develop their communication and navigation skills. In theory lessons students will learn about navigating in unfamiliar areas, communicating, and working in a team and as well as prepare for the Urban Challenge camp. During this unit students will also attend a 3-day Urban Challenge camp, which involves navigating in an unknown city, problem solving and a range of physical activities.

Students and parents need to be aware that there is an expectation that students undertaking this course will attend both camps with their class group.

There are also swimming requirements that must be met for the surf camp. As a guide, it is recommended that students have the ability to swim 200 metres in 5 minutes. Weak or non- swimmers are able to attend surf camp but may be restricted in where they can surf (i.e.: water depth).



Visual Arts





Visual Arts

Digital Photography and Media (Year 9)

Digital Photography has become one of the fastest growing areas of interest in recent years, and many challenging careers have opened up as a result.

In this course students will be introduced to many digital media applications, from basic digital photography skills through to extended Photoshop workshops.

There will be a strong focus on innovative interpretation and conceptual development. This is an exciting course with a lot of opportunity to develop a wide range of transferable creative abilities.

Students studying *Digital Photography* will be eligible to have their artworks shown in the annual College Electives Showcase.

Digital Photography (Year 10)

Many artists and photographers are turning to digital media sources as a means of making art, developing career-related skills and manipulating imagery using digital applications.

This year long course teaches students the basics in digital photography and image manipulation, with a strong focus on the development of conceptual and technical approaches. In *Digital Photography* significant emphasis is placed on ICT-related skill building and creative expression.

Students studying *Digital Photography* will have opportunities to display their work in a variety of ways, from local competitions and exhibitions to the annual College Electives Showcase.

Media Arts (Year 10)

In year 10 Media Arts students create and analyse a variety of Media forms such as film, news report, documentary, advertisement, music video, animation, Interactive media and/or a combination of these.

Students learn how forms, styles and contexts of media are shaped by histories, purpose, traditions and communications technologies.

They will use the established and emerging techniques and practices (media conventions) for creating different media forms. Students will learn to collaborate in creative teams and respond to, and interact with, context and audience.

Students learn to apply key concepts, story principles, and elements of media (symbolic and technical) as they design, produce, distribute and analyse media artworks.

Visual Art (Year 9)

This course provides students with a great opportunity to really explore and extend a range of art making techniques and materials.

Drawing, painting, printmaking, sculpture, illustration and mixed media projects will be offered, along with the possibility of student-negotiated study.

Students may be provided an opportunity to enter their artworks in local and national competitions and exhibitions and visit local art galleries.

In addition, students enrolled in *Visual Art* will be eligible to have their artworks displayed in the annual College exhibition.

Visual Art (Year 10)

Do you want to increase your art making skills across a range of media? This one-year course provides an excellent opportunity to explore your abilities, developing essential techniques in drawing, painting, printmaking, sculpture, illustration and/or mixed media application.

The concepts you will explore in *Visual Art* can be applied to many areas of your life and offer you a unique outlet for personal, creative expression.

A wide range of artists and art styles will be discussed, providing a comprehensive art education. Students studying *Visual Art* will be eligible to exhibit their work in the annual College Visual Arts Exhibition.

Core electives



Core subject electives (Year 10 only)

Students at St Francis Xavier College now have a fantastic opportunity to choose electives that exist within the core subject areas: Religious Education, English, Science and HASS. This elective does not replace the compulsory core units students need to study as part of Australian Curriculum and Catholic Education requirements. However, there are students whose passion lies with these kinds of 'traditional' academic subjects. These elective units will run parallel to their core subjects as a 'second line'. St Francis Xavier College staff in the core subjects have developed dynamic and engaging units for students to explore how fascinating and varied the below disciplines can be.



Religious Education

Psychology of Religion

Students will examine religious, spiritual and psychological perspectives about being human and human behaviour, including understanding of cognitive, physical, social, emotional and intellectual development. Psychological theories, concepts and perspectives that inform our understanding and awareness of religious and spiritual beliefs will be explored. Students will examine the capacity of the psychological, spiritual and religious perspectives to influence, positively and negatively on faith development, spirituality, happiness, relationships and wellbeing.

Theology and Philosophy

How do we understand reality and existence? How can we understand the nature of God? Does God really exist? Did modernity kill God?

In this unit, students will explore ideas and theories put forward by some of the greatest thinkers in history to address the significant existential questions that humanity has wrestled with since the beginning of time. From Plato and Aristotle, Augustine and Aquinas, to Descartes, Kant and Nietzsche, students will analyse how existential ideas have shaped societies and the individual and impacted the attempt to understand the mystery of the 'divine'.



English

Unleash Your Pen: A Journey in Creative Writing

This unit will see you use your imagination and writing skills to design and develop your own ideas using a variety of creative writing styles, including a play or film script. Over the semester you will experiment with genres and create a portfolio of writing, including short stories, dialogues and character studies.

You will also study and analyse famous playscripts, film and TV scripts and uncover what audiences love about great shows. Students will also consider the language and style requirements of writing a script for the stage or for Hollywood and will collaborate in groups to write dramatic or comedy scripts.

Become an Influencer: Journalism in the 21st Century

If you like sharing stories, finding out about the hottest goss, and digging into the world's biggest scandals - then this is the unit for you! In this unit, students will learn what the news truly is, and how it is gathered. Students will also identify terms such as newsworthiness, public interest and why news readers always say "alleged!" Important investigative skills will be developed, as students plan and create their own news stories. They will also examine how media outlets attempt to manipulate their audience's perception, whilst exploring the way that news outlets are adapting to a changing media landscape.

In the latter half of the unit, students will look at the ways that longer, more complicated news stories are presented in a way that engages an audience, developing their own ways to depict accurate, real-life events in an engaging and evocative manner, whilst still being factually accurate.



Science

Exploring the Mind, Society and Crime

This unit will explore individuals, their mental processes and behaviour in society. There will be a focus on Psychology, Sociology, Criminology and Forensics:

- Investigating the individual: What is behaviour? What are mental processes? Students will explore what influences an individual and their behaviour and mental processes.
- Social structures: What is considered a norm? How do we develop norms? What impact does this have on the individual? How do we classify behaviour? Students will study sociological frameworks to help in understanding an individual within social structures.
- Criminology: Why do individuals commit crimes? What are their motives? Students will learn about crime through unpacking deviation from societal norms and standards. Students will look at the different aspects of crime and analyse real life case studies.
- Forensics: What techniques are used to collect evidence at a crime scene? How is evidence preserved? Utilizing prior knowledge, students will investigate a fake crime scene to examine and interpret evidence. They will analyse eyewitness accounts and their effectiveness.

Students will investigate the motives and actions of individuals within broader society with a focus on criminal behaviour and Forensic Science.

Chess Strategy – History and Tactics

This unit is designed to provide Year 10 students with an engaging and comprehensive exploration of chess, encompassing various aspects such as calculation, tactics, history, war, and sportsmanship. Throughout the semester, students will develop their critical thinking skills, enhance their strategic planning abilities, and gain a deeper understanding of the historical and cultural significance of chess.

This immersive semester-long journey will not only develop students' chess skills but also seamlessly integrate concepts from various subject areas, creating a truly enriching learning experience – *this is **not** just about a boardgame.*

Algorithmic/computational thinking is a fundamental concept for this course.

Chess is a very engaging and creative game which is also useful in acting as a vehicle to support the delivery of core skills. Numerous studies have suggested that learning and playing chess has a positive correlation with attainment (see for example, Sala & Gobet, 2016; Rosholm et al, 2017; Nicotera & Stuit, 2014).



Humanities & Social Studies (HASS)

Ancient History: The Age of Empires

Students will study life in early civilisations based on the analysis and interpretation of physical and written remains. They will investigate ancient cultures from around the world to examine the impact they had on shaping our society today. In the classroom, students will participate in discussions, analyse archaeological artefacts, and decipher ancient texts to piece together the stories of past civilisations. They will explore the political, social, economic, and religious structures that defined ancient societies, allowing for a comprehensive understanding of the complexities of their daily lives.

In addition to classroom learning, students will have opportunities to engage in hands-on experiences such as visiting museums and other sites of interest to see the remnants of these civilisations firsthand. They will also have the chance to collaborate on group projects, where they can recreate historical artefacts or present their findings through multimedia presentations.

Geography: People and the Planet

Geography is the study of places and the relationships between people and their environments. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. In this course, students will explore both the physical properties of Earth's surface and the human societies spread across it. Students will engage in a diverse range of activities designed to deepen their understanding of key geographical concepts. Students will investigate topics such as climate change, natural and ecological hazards, population dynamics, urbanisation, and sustainable development.

By analysing real-world case studies, students will develop critical thinking skills and gain insights into the complex challenges facing our world. An important part of geography will be conducting field work, where students will have an opportunity to apply and examine geographical concepts and skills in the real world.



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