
St Francis Xavier College



Truth and Courage

Senior Course Information 2018



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Courses offered at the College in 2018 will be contingent on the number of students selecting courses as well as college resources for the delivery of each course.

The following pages contain outlines of the courses that will be offered at the College in 2018. Students are advised to study this document to help them decide their program of study for Years 11 and 12. Class teachers, Studies Coordinators, the VET and Careers Coordinator, the Assistant Principal Teaching and Learning as well as the Senior Studies Coordinator are all available to assist students in making decisions with their subject selection. Formal interviews for students (with their parents or carers) will be held in Week 10 of Term 2 to guide students in making their final decisions.

Key contacts for advice on subject selections

APPLIED TECHNOLOGY

Design Technology and Graphics (T, A, M)

Furniture Construction (A, M, V)

Construction Pathways (C, M, V)

Wood Technology (A, M)

Students choosing to elect Applied Technology courses have the choice of four options including Design Technology and Graphics, Furniture Construction, Construction Pathways and Workshop Technology. These courses offer students the opportunity to study at various levels including preparation for further study, vocational training or the acquisition of knowledge and development of skills for future leisure activities.

Students should note that all courses promote the design, make and appraise approach. Whilst a substantial emphasis is placed on the practical component, design documentation is also an equally important aspect of these courses.

Design Technology and Graphics (T, A, M)

This course gives students the opportunity to acquire the knowledge and skills needed to understand design practice in Architecture, Graphic Design and Industrial Design.

Students will have the opportunity to research, analyse and evaluate existing ideas, products and processes. They will learn to generate innovative and creative solutions to both predetermined design briefs and their own selected design challenges. Communication of ideas is a major element to this course. Students will learn how to do this within the parameters and requirements of industry standards to the particular discipline they are studying. Using the design process students will learn about the cyclic nature of design and the importance of prototyping, testing and evaluation in the success of the outcome. Students will learn to use industry specific technologies such as computer aided drawing, modelling, 3D printing and various software, hardware and manufacturing tools.

The study of Design Technology and Graphics encourages students to become aware of factors that influence innovation, enterprise and the subsequent success or failure of a product, graphic or idea. Environmental and ethical concerns within design are analysed within each of the units offered, promoting global citizenship and awareness of the effects that design has on our society. Design Technology and Graphics allows students to make informed decisions regarding professional and vocational pathways in the areas of Architecture, Graphic Design, Industrial Design and Building Construction, as well as developing an appreciation of Design and Graphics as recreational activities.

Industrial Design

Students are introduced to the design process and given the opportunity to explore and apply this to human centred design problems. They will be using industry standard computer modelling packages to produce 3 dimensional models, 2 dimensional production drawings and will produce presentation drawings both on the computer and by hand.

Graphic Design

Students will create products for print and screen, developing and utilising skills in both hand drawing and digital technology such as Adobe Illustrator and Photoshop. Students will also be taught about the effective use of typography, visual language concepts and the production of advertising, corporate identity packages and an opportunity to pursue personal graphic design interests.

Architecture

Students will interpret a design brief and generate a variety of solutions for domestic and commercial architectural design problems. They will be introduced to Architectural CAD applications and demonstrate an understanding of building materials, processes and considerations involved in buildings. Tertiary students will gain an understanding of historical, economic, environmental, social and cultural issues involved in architecture and will construct architectural models.

Major Design Project

This unit is negotiated with individual students and will be associated with any of the other units studied in this course. It is an opportunity for the student to independently concentrate on a specific component of the curriculum. The student will follow a complete design process from defining parameters to evaluation and the production of a product, prototype or model.

Furniture Construction (A, M, V)

A course in Furniture Construction allows students to be a:

Wood Machinist, Furniture Making Process Worker, Furniture Maker, Cabinet Maker, Production Manager, Shop Fitter, Furniture and Kitchen Designer, Kitchen and Wardrobe Installer, Kitchen and Bathroom Renovator

This course is designed for students who intend to pursue a career in furniture construction, cabinet making and any of the associated trades, or would like to build an interest in this area. The course aims to provide students with the foundation knowledge and the elementary skills required to produce a variety of timber joints and apply appropriate finishes to furniture items. All units contain a practical component where students may be required to supply their own materials.

This is a nationally recognised vocational course with competency standards from the Furnishing Training Package. It is intended that students studying this course can achieve a Certificate I in Furnishing or a Statement of Attainment for competencies attained.

The qualification is recognised as an entry-level qualification for employment in the furniture making industry and provides opportunities to:

- Use a range of standard Furniture Making industry hand and power tools and equipment
- Develop skills in furniture joinery
- Select and apply hardware
- Make measurements and calculations
- Prepare surfaces for finishing
- Prepare and apply laminates and finishes to a range of furniture
- Maintain workshop premises and equipment
- Undertake Structured Workplace Learning
- Produce manual and computer aided production drawings
- Work safely in the construction industry

Structured Workplace Learning

Students are encouraged to complete a minimum of 39 hours in an Industry Placement to obtain credit for 0.5 of a standard unit.

Structured Workplace Learning 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. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an on-going basis as a Australian School Based Apprenticeship (ASBA).

Structured Workplace Learning provides the context for:

- Enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- enhanced employment opportunities.

Vocational pathway

This course provides the student with appropriate skills, knowledge and attitudes to:

- gain credit transfer to higher qualifications in Furnishings Courses at CIT
- make an informed decision on seeking a career in the Furnishing Industry
- gain employment skills to move directly into a career in the Furnishing Industry
- undertake further courses at CIT
- work part time while still studying or travelling
- Facilitate entry into an Australian Apprenticeship

Qualification: [MSF10113](#) Certificate I in Furnishing (Release 3)

Training package: [MSF](#) - Furnishing (Release 3.1)

Duration: Two-year course

To achieve this qualification 8 units of competency must be completed:

- 5 core units
- 3 elective units
- 1 (0.5) Structured Workplace Learning (SWL) Unit is mandatory for completion of this qualification

The units below are designed for use at A, V and M levels. Students studying at the Vocational level cover the same content, but in greater detail. It is also expected they will develop their skills more than students studying at Accredited level and this will be reflected in the assessment for individual units.

Furniture & Timber: Fundamentals is a prerequisite for all other units and is completed in Semester 1 Year 11.

Students will complete the following competencies:

MSMWHS100	Follow WHS procedures (Release 1) (core)
MSMOPS101	Make measurements (release 1) (core)
MSMSUP102	Communicate in the workplace (Release 1) (core)
MSMENV272	Participate in environmentally sustainable work practices (Release 1) (core)
MSMSUP106	Work in a team (Release 1) (core)
MSFFM2001	Use furniture making sector hand and power tools (Release 1) (elective)
MSFFM2006	Hand make timber joints (Release 1) (elective)

MSFFM1001 Construct a basic timber furnishing product (Release 1) (elective)
As this is Vocational Course students will need to provide to the College their USI (Unique Student Identifier) to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link <http://www.usi.gov.au/Pages/default.aspx>

Further USI information can be found at <http://www.usi.gov.au/About/Pages/default.aspx>
St Francis Xavier College, Registered Training Organisation, National Code 88024

Certificate II in Construction Pathways (C, M, V)

A course in Construction allows students to be 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 course is designed for students who intend to pursue a career in the construction industry and associated trades, or would like to build an interest in this area. This course aims to provide students with the foundation knowledge and the elementary skills required to work in the building and associated trades.

Training occurs in the purpose built SFX Trade Training Centre. The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context.

The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

The unit CPCCWHS1001 Prepare to work safely in the construction industry, is designed to meet OHS regulatory authority requirements for OHS induction and must be achieved before access to any building and construction work site. White card and Asbestos training component of Work safely in the construction industry, is delivered by CIT. Students are required to make apart payment and the college covers the remaining amount. The payment break up is decided each year. The Student cost in 2017 was \$55 plus the \$30 government charge for the physical White card. More information is available on request.

These are nationally recognised vocational courses with competency standards from the Construction, Plumbing and Services Training Package. It is intended that students studying this course can achieve a Certificate I in Construction and a Certificate II in Construction Pathways or a Statement of Attainment for competencies attained.

These qualifications are recognised as an entry-level qualification for employment in the construction industry and provides opportunities to:

- Gain knowledge of the building sector and appreciate sustainable work practices
- Use a range of standard carpentry and construction materials and tools
- Develop practical skills in brick and blocklaying, formwork and framing
- Prepare sites for construction and following standard clean up procedures
- Read and interpret plans, following building specifications and accurately applying measurements and calculations
- Apply basic levelling procedures
- Participate and engage in practical activities both on and off site
- Work safely in the construction industry
- Undertake a Structured Workplace Learning

Structured Workplace Learning

Students are encouraged to complete a minimum of 39 hours in an Industry Placement to obtain credit for 0.5 of a standard unit.

Structured Workplace Learning 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. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an on-going basis as a Australian School Based Apprenticeship (ASBA).

Structured Workplace Learning provides the context for:

- Enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- enhanced employment opportunities.

Vocational pathway

This course provides the student with appropriate skills, knowledge and attitudes to:

- Gain credit transfer to higher qualifications in the Building and Construction Industry make an informed decision on seeking a career in the Building and Construction Industry
- Gain employment skills to move directly into a career in the Building and Construction Industry
- Undertake further courses at CIT
- Facilitate entry into an Australian Apprenticeship
- Work part time while still studying or travelling

Duration: Two-year course studied across year 11 and 12

Qualification CPC20211 Certificate II in Construction Pathways (Release 4)

Training Package: CPC08 - Construction, Plumbing and Services (Release 9.4)

Prerequisite: Certificate I Construction undertaken in Year 11

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

To achieve this qualification, 12 units of competency must be completed:

- 6 core units
- 6 elective units.
(0.5) Structured Workplace Learning (SWL) Unit highly recommended

<u>CPCCCM1012A</u>	Work effectively and sustainably in the construction industry (Release 1) (core)
<u>CPCCCM1013A</u>	Plan and organise work (Release 1) (core)
<u>CPCCCM1014A</u>	Conduct workplace communication (Release 1) (core)
<u>CPCCCM2001A</u>	Read and interpret plans and specifications (Release 1) (core)
<u>CPCCCM1015A</u>	Carry out measurements and calculations (Release 1) (core)
<u>CPCCOHS2001A</u>	Apply OHS requirements, policies and procedures in the construction industry (Release 1) (core)
<u>CPCCCM2004A</u>	Handle construction materials (Release 1) (elective)
<u>CPCCCM2006</u>	Apply basic levelling procedures (Release 1) (elective)
Group A: Brick and blocklaying	
<u>CPCCBL2001A</u>	Handle and prepare bricklaying and blocklaying materials (Release 1) (elective)
<u>CPCCBL2002A</u>	Use bricklaying and blocklaying tools and equipment (Release 1) (elective)
Group B: Carpentry	
<u>CPCCCM2005B</u>	Use construction tools and equipment (Release 1) (elective)**
<u>CPCCCA2011A</u>	Handle carpentry materials (Release 1) (elective)
<u>CPCCWHS1001</u>	Prepare to work safely in the construction industry (Release 1) (imported Cert)

** Partnering arrangements with CIT are required for the delivery of this unit. Minimal cost for this competency is paid by the student. Participation is optional but highly recommended.

As this is Vocational Course students will need to provide to the College their USI (Unique Student Identifier) to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link <http://www.usi.gov.au/Pages/default.aspx>

Further USI information can be found at <http://www.usi.gov.au/About/Pages/default.aspx>

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Wood Technology (A)

This accredited level course provides students with an opportunity to develop skills in the context of a practical workshop for recreational or pre-vocational experience. The course allows students to work individually or cooperatively in the designing, construction and evaluation of projects. Students are able to design and construct various timber items whilst also incorporating other materials using a variety of construction methods and processes.

Some of these areas may include:

- wood machining
- cabinet making
- toy making
- commercial batch production
- furniture restoration

After the first unit "Introduction to Wood Technology" is completed as a prerequisite, this course may be studied in sequential units or as discrete units of study, enabling students to enrol in any of the semester units throughout the course. Previous experience is not essential.

All units contain a practical component where students will be required to supply their own materials. Students will assess risk management in terms of their practical work whilst also implementing WH&S practices.

A brief description of the units is as follows:

Introduction to Wood Technology

This unit introduces basic drawing techniques and skills to enable students to interpret workshop drawings. They will be required to complete introductory workshop projects whilst implementing their knowledge of Work Health & Safety practices. They will also incorporate ergonomic aspects of the design process into the design of their project. Students will be asked to produce a product in response to a design brief with a budget constraint.

Wood Technology (Prerequisite - Introduction to Wood Technology)

In this unit students, will be introduced to a range of fabrication techniques using different manufactured materials. They will learn and develop fabrication skills through the use of manufactured materials.

Wood Technology Design (Prerequisite - Introduction to Wood Technology)

Students will study design fundamentals and timber joining techniques. A process folio will be required to document the design. Tool maintenance is also a focus in this unit.

Wood Technology Project (Prerequisite - Introduction to Wood Technology)

This unit provides students with the opportunity to undertake a design project of their own choice. Aspects of design processes are studied including research methods; report writing with a strong emphasis on project planning, management and design presentation. A process folio will be required to document the design.

ENGLISH

English (T)

Literature – Double Major (T)

Essential English (A, M)

English is compulsory at St Francis Xavier. English is generally considered a subject of fundamental skills that are important for everyone in our society. But what are these skills?

English teaches you how to write effectively for a purpose, how to speak in a way that engages your audience and how to read and view the work of others as a critical and informed audience. In the modern world, everyone needs to read and write as part of their normal life. English is not just about preparing for a university course or for a job. English is also about understanding literature. When we read novels and plays or watch films we are participating in the shared culture of the world. There is no thought we think, or emotion we feel that is not represented somewhere in literature. We can become better people by reading literature that can make us understand our own thoughts and emotions.

English (T)

English (T) is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. English extends students' language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

Literature - Double Major English (T)

Literature (T) (Double Major English) is an additional line of English which provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Literature deepens students' understanding of conventions common to different types of composition, and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts, and to create their own, enriches students' understanding of human experiences and the capacity for language to communicate those experiences.

Essential English (A, M)

Essential English (A/M) is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. Essential English develops and refines students' language, literature and literacy skills, which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.

FOOD AND TEXTILE TECHNOLOGY

Textiles and Fashion (T, A, M)

Hospitality Studies (A, M, V)

Food, clothing and shelter are essential needs of all people. In the Food and Fabric Department, students have the opportunity to develop skills in meeting these needs through participation in Hospitality and Fashion and Design courses. Students will be provided with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the workplace.

A broad range of assessment strategies will be implemented to test knowledge and skills. These will include practical demonstrations, role plays, written reports and assignments, student presentations, theoretical and practical tests and oral presentations.

Textiles and Fashion (T, A, M)

Textiles and Fashion encompasses the latest or most admired styles, shapes and forms in clothing and interiors. In this course students will have opportunities to develop their creative potential through the medium of fabrics and textiles. There will be excursions during the course to investigate how the Fashion and Textile Industries operate. There will also be the opportunity to investigate the career options available in these and related industries.

The breadth, depth and complexity of knowledge and skills gained in this qualification will prepare students to perform a range of activities in the fields of production, quality control and defined OH&S policies and procedures.

The study of Textiles and Fashion provides the opportunity for students to explore their creativity and develop design skills. Skills such as ideas generation, problem solving, communication, project management as well as analytical and lateral thinking are highly valued and transferable across different disciplines. All studies in Textiles and Fashion can lead into tertiary courses and exciting careers in design, cultural and business related fields. The Australian Fashion and Textiles industry contributes significantly to the world economy particularly in the Asia Pacific region. As a global industry it has an impact on every aspect of our lives, economically, environmentally and culturally. Today's Textile, Clothing and Footwear industries use new and developing technologies and play an important role in many industries such as sport, medicine, science, manufacturing, architecture and defence. The future of these industries depends upon innovative, flexible and collaborative designers, researchers and manufacturers.

Assessment tasks include practical work, design development portfolio, storyboards, written and oral tasks etc.

Design Applications

Designers need a knowledge and understanding of the elements and principles of design. These form the basis for the development of aesthetically pleasing and functional product design. Students will work through the design process to complete articles of clothing or interior design items.

Students will be provided with the opportunity to experiment with fabric colouration techniques. Factors affecting the selection of dyes and techniques of colouring cloth will be explored. Processes undertaken include silk screen printing, silk painting, batik and textile dyeing techniques.

Recycle and Reuse

Students will examine and evaluate the impact of textile products on individuals, society and the environment. Students will reflect on ethical issues of consumerism and analyse the lifecycle of consumer products. Design projects will focus on creating innovative textile products by utilising pre-existing textile items.

Working with Fabrics

Designers must understand the fabrics and textiles they are working with to enhance their design ideas and push the boundaries of possibilities. Textile fibres, yarn structures and cloth construction techniques form the basis of this unit. Design briefs will provide opportunities for experimentation with a wide variety of textile materials.

Design for Performance - Costumes & Sets

Costume designing involves making costumes for the ballet, dance, theatre, film and television. For example students may have the opportunity to design and make costumes. Students will also explore traditional, cultural and historical costumes, furnishings and accessories. They will create storyboards and costumes which investigate decorative use of trims and learn time management skills to meet deadlines and costing of costumes or sets within budgets.

Hospitality Studies (A, M, V)

A course in Hospitality Studies allows students to pursue positions such as:

Kitchen Attendant, Short Order Cook, Commercial Chef, Kitchen Manager, Restaurant/Cafe Owner, Cruise Ship Crewperson Café Attendant/Manager, Bar Attendant/Manager, Club Secretary/Manager, Food Services or Hotel/Club Banqueting Assistant

Hospitality is one of Australia's and the world's largest and fastest growing industries. It is therefore of major economic and social importance. The study of hospitality examines the interaction of the industry with society and the environment as well as its economic value and potential to create future employment.

This is a nationally recognised vocational course with competency standards from the Hospitality Training Package. It is intended that students studying this course can achieve a Certificate I in Hospitality, or Certificate II in Hospitality or a Statement of Attainment for competencies attained.

This course aims to provide students with the foundation knowledge and the elementary skills required to provide Food and Beverage service to clients in a relaxed and professional environment, in a safe and efficient manner.

The qualification is recognised as an entry-level qualification for employment in the hospitality industry and provides opportunities to:

- Apply knowledge and understanding of WHS, hygiene and food handling requirements
- Complete mise-en-place and basic food preparation
- Prepare sandwiches and basic food items
- Prepare beverages and coffee
- Clean and maintain premises and equipment

- Receive and store stock
- Provide client services- take orders, provide product information, serve food and clear tables

Structured Workplace Learning

Students need to complete a minimum of 39 hours in an Industry Placement to obtain credit for 0.5 of a standard unit.

Structured Workplace Learning 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. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an on-going basis as a Australian School Based Apprenticeship (ASBA). One opportunity for Structured Workplace Learning placement hours is available and recommended through placement in the school canteen.

Structured Workplace Learning provides the context for:

- Enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- enhanced employment opportunities.

Hospitality students will have the opportunity to go on excursions. These excursions alternate annually between Sydney and Melbourne. There will also be an opportunity to attend the H.O.T.E.L. school at SeaWorld on the Gold Coast (again at an additional cost). These excursions provide students the opportunity to experience the industry first hand.

Vocation Pathways

This course provides the student with appropriate skills, knowledge and attitudes to:

- be given credit transfer to higher qualifications in Hospitality or Commercial Cookery
- make an informed decision on seeking a career in the Hospitality Industry
- gain employment skills to move directly into a career in Hospitality
- undertake further courses in Hospitality at CIT
- work part time while still studying or travelling
- Facilitate entry into an Australian Apprenticeship

Year 11

Qualification: [SIT10216](#) Certificate I in Hospitality (Release 1)

Training Package: [SIT](#) - Tourism, Travel and Hospitality (Release 1.1)

To achieve this qualification, 6 units of competency must be completed:

- 3 core units
- 3 elective units
(0.5) Structured Workplace Learning (SWL) Unit highly recommended

Students will complete the following competencies:

[BSBWOR203](#) Work effectively with others (Release 2) (core)

[SITXCCS001](#) Provide customer information and assistance (Release 1) (core)

[SITHFAB004](#) Prepare and serve non-alcoholic beverages (Release 1) (elective)

[SITXWHS001](#) Participate in safe work practices (Release 1) (core)

[SITXFSA001](#) Use hygienic practices for food safety (Release 1) (elective)

[SITHIND002](#) Source and use information on the hospitality industry (Release 1) (elective)

[SITXINV002](#) Maintain the quality of perishable items (Release 2) (elective)

[SITHCCC001](#) Use food preparation equipment (Release 1) (elective)

Year 12

The Year 12 students operate a cafe within the school community, which includes both table service and takeaway opportunities throughout the year. These operations incorporate both food preparation and food service sections of the course. There is also a night restaurant each semester, which is compulsory for students to participate in, and a variety of other optional food service opportunities for students to be involved with.

Qualification: [SIT20316](#) Certificate II in Hospitality

Training Package: [SIT](#) - Tourism, Travel and Hospitality (Release 1.1)

To achieve this qualification, 12 units of competency must be completed:

- 6 core units
- 6 elective units.

Students will complete the following competencies:

BSBWOR203	Work effectively with others (Release 2) (core)
SITXWHS001	Participate in safe work practices (Release 1) (core)
SITHIND002	Source and use information on the hospitality industry (Release 1) (core)
SITXCCS003	Interact with customers (Release 1) (core)
SITXCOM002	Show social and cultural sensitivity (Release 1) (core)
SITHIND003	Use hospitality skills effectively (Release 1) (core)
SITHFAB004	Prepare and serve non-alcoholic beverages (Release 1) (elective)
SITXCCS001	Provide customer information and assistance (Release 1) (elective)
SITXFSA001	Use hygienic practices for food safety (Release 1) (elective)
SITXINV002	Maintain the quality of perishable items (Release 2) (elective)
SITHFAB007	Serve food and beverage (Release 1) (elective)
SITHFAB005	Prepare and serve espresso coffee (Release 1) (elective)
SIRXSLS002	Follow point-of-sale procedures (Release 1) (elective)
SITHCCC001	Use food preparation equipment (Release 1) (elective)

As this is Vocational Course students will need to provide to the College their USI (Unique Student Identifier) to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link <http://www.usi.gov.au/Pages/default.aspx>

Further [USI information](#) can be found at <http://www.usi.gov.au/About/Pages/default.aspx>

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*Responsible Service of Alcohol and Bar Service Courses

If there are enough student expressions of interest, SFX organises external delivery of Responsible Service of Alcohol and the Bar Service courses. Associated costs are to be paid by the student.

INFORMATION TECHNOLOGY

Information Technology (T, A, M)

Business Administration Studies (A, M, V)

Media Studies (T/A/M)

Many career choices will require an in-depth knowledge of Information Technology and the employment opportunities within the Information Technology industry are expanding rapidly. The courses offered at St Francis Xavier College allow students to develop knowledge and skills in several areas.

There are no prerequisites for this course; however, a keen interest in how computers and computer based systems function would be an advantage.

Information Technology (T)

Units covered in this course include:

Programming Fundamentals

Problem solving procedures, definition and presentation of algorithms, modular programming, implementation using Visual C# and other similar languages, program testing and documentation

3D Modelling, Texturing and Animation

Development of 3D models and animations using Blender 2.65. This covers a range of modelling concepts such as scaling, rotation, extrusion, mesh modifiers and inverse kinematics.

Computer Games

Game design history, concepts, tools and documentation as well as creation of student designed games, using a range of technologies including GameMaker, Flash and Unity.

IT Project

Students undertake a major project using skills developed throughout the course and incorporating other related interests.

Information Technology (A, M)

The Information Technology (A, M) is ideal for those students who enjoy using computers and want to know more, but who do not wish to undertake a Tertiary course and are considering applying for cadetships or undertaking IT courses at CIT or another registered training organisation after College. There are no pre-requisites for this course.

Units offered are Hardware and Programming Basics, Computer Game Design, Dynamic Websites and 2D animation, and Web and Multimedia Integration. A major project is undertaken in Year 12. Australian School-Based Apprenticeships (ASBA) are also available through this course.

Digital Media and Animation (T/A Minor)

Are you interested in Animation and Digital Media, do you want to learn how to create animations and 3D animations for film or for gaming? This course is for you, focusing on the technical side of animation and 3D animation, learn how to use industry standard software that allows you to create whole worlds. This is a One Year course (Minor) that can be studied in either Year 11 or 12.

- Digital Media Graphics and Animation
- 3D Modelling, Animation & Texturing

Business Administration Studies (A, M, V)

A course in Business Administration fosters interest in:

Data Processing/Applications Support Officer, Office Assistant, E-Business Project Manager, Call Centre Manager/employee, Desktop Publisher, Administration Assistant, Clerical Worker, Data Entry Operator, Receptionist, Manager, Human Resource Assistant, Customer Service Assistant, Office Administrator, Project Manager, Small Business Management, Event management, Travel expert, NPO Volunteer

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The Business Administration Studies Course is designed to provide students with the opportunity to develop practical real world skills preparing the student with the multiple skills required to work in modern offices. It incorporates both on-the-job and school-based training. This course aims to provide students with the foundation knowledge and the elementary skills required to assist a business or organisation to function and connect to its customers and community.

This qualification is recognised as an entry-level qualification for employment in the Business Services Industry and provides opportunity to

- Maintain and update information and file systems, both electronic and physical
- Answer telephones and directing enquiries to appropriate personnel
- Send and answer emails and redirect enquiries to appropriate personnel
- Use a range of business/office equipment and technology
- Provide client services, make appointments and handle client enquires
- Organise work schedules to meet outcomes
- Develop basic computer skills for the workplace.
- Gain skills in reading and writing job application
- Gain skills in resume writing

Students will be involved the all aspects of preparing for and running local, national or international robotic competitions. Students will experience event management first through a non-for profit organisation with in the ACT. Involvement as a volunteer during Year 11 and 12 will be recognised and awarded as a Structured Work placement.

Structured Workplace Learning

Students need to complete a minimum of 39 hours in an Industry Placement to obtain credit for 0.5 of a standard unit.

Structured Workplace Learning 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. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an on-going basis as a Australian School Based Apprenticeship (ASBA).

Structured Workplace Learning provides the context for:

- Enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- enhanced employment opportunities.

Vocational pathways

This course provides students with appropriate skills, knowledge and attitudes to:

- make informed decisions on seeking a career in the Business and customer service related industries
- gain employment skills to move directly into a career in Business
- complete a Certificate II in Business and a Statement of Attainment for competencies awarded toward a Certificate III in Business by the end of Year 12 at SFX
- gain credit transfer to higher qualifications in retail, tourism hospitality, information technology and business administration, and those with a specific administration focus such as legal or medical post Year 12
- Work part time while studying or traveling

Year 11

Qualification: [BSB20115](#) Certificate II in Business

Training Package: [BSB](#) Business Services (Release 2.0)

Entry requirements: Nil

To achieve this qualification, 12 units of competency must be completed:

- 1 core unit
- 11 elective units
(0.5) Structured Workplace Learning (SWL) Unit highly recommended

Students will complete the following competencies:

[BSBWHS201](#) Contribute to health and safety of self and others (core)
[BSBIND201](#) Work effectively in a business environment (elective)
[BSBCMM201](#) Communicate in the workplace (elective)
[BSBWOR203](#) Work effectively with others (elective)
[BSBITU201](#) Produce simple word processed documents (elective)
[BSBSUS201](#) Participate in environmentally sustainable work practices (elective)
[BSBINM201](#) Process and maintain workplace information (elective)
[BSBITU202](#) Create and use spreadsheets (elective)
[BSBWOR202](#) Organise and complete daily work activities (elective)
[BSBWOR204](#) Use business technology (elective)
[BSBINM202](#) Handle mail (elective)
[BSBCUS201](#) Deliver a service to customers (elective)
[BSBITU203](#) Communicate electronically (elective)
[BSBITU307](#) Develop keyboarding speed and accuracy (elective)
[BSBITU302](#) Create electronic presentations (elective)

Year 12

Qualification: Statement of Attainment in [BSB30115](#) - Certificate III in Business (Release 2)

Training Package: [BSB](#) Business Services (Release 2.0)

Entry requirements: Nil

Students will complete the following competencies:

BSBITU301 - Create and use databases (elective)

BSBITU303 - Design and produce text documents (elective)

BSBITU306 - Design and produce business documents (elective)

BSBITU309 - Produce desktop published documents (elective)

BSBWOR301 - Organise personal work priorities and development (elective)

BSBWRT301 - Write simple documents (elective)

As this is a Vocational Course students will need to provide to the College their USI (Unique Student Identifier) to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link <http://www.usi.gov.au/Pages/default.aspx>

Further USI information can be found at <http://www.usi.gov.au/About/Pages/default.aspx>

St Francis Xavier College, Registered Training Organisation, National Code 88024

Media (T, A, M)

Media is a unique art form that influences our perception and understanding of the world. The study of media enables learners to engage with innovative thinkers and practitioners and to experience media as producers and audience members at a T, A or M level.

In broad terms, learning in Media involves making and responding. Students learn as producers, by making media products that communicate to audiences. They learn as audiences, by responding critically to media products. These actions are taught together as each depends on the other. They can also study the nature of and concepts related to traditional and digital forms of animation. Examine and critically analyse a range of animated texts, study animation production and processes, and produce short animated films.

The Media course provides an enormous range of practical learning opportunities. Students can work in the Industry through the work placement program gaining valuable insights and connections to industry professionals. They write, produce, shoot and edit their own films, animations and multimedia products. Their media products are made with the latest digital technologies, giving them first-hand experience using industry standard equipment.

At the senior level, St Francis Xavier College students have a consistent record of high achievement for their media products, achieving excellent results and regularly winning awards for their work in film festivals nationally.

Media Units:

Media Foundation (Prerequisite)

This unit introduces technical, symbolic and narrative elements, as well as production and media issues. This also investigates the codes and conventions applicable to the study of communication theory. It is designed as a generalist unit – in which the basic codes and conventions of media communication and production are identified and developed. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences. Students will evaluate their creative process through pre-production, production, post-production and distribution.

Video Production (Prerequisite)

This unit is designed as an introduction to the industry-standard requirements of video production from established creative techniques to organisation and ethical regulations. Students will explore a wide variety of techniques related to camera, camera movement, lighting and sound within the context of industry expectations in a real or simulated environment. Students will evaluate their creative process through pre-production, production and post-production.

Process to Production – (Prerequisite – must have completed 2 standard units)

This unit explores the development of production from beginning to end. It focuses on developing students' skills in pre-production, production and post-production. Students are required to work independently on one production for the duration of the semester. It is considered to be a final unit in media production. Students will critically evaluate their creative

Please note: other BSSS Media units may also be offered depending on student demand and resources at any given time.

Other Possible Units

- Television Fiction
- Television Non-Fiction
- Documentary
- Video Production Interactive Media
- Audio Production and Sound Design
- Motion Graphics and Special Effects
- Animation

LANGUAGES

Italian (T)
 Japanese (T)

Continuing Italian (T)

Students of Continuing Italian have studied Italian previously at High School or speak the language on a regular basis at home. They often need to develop their language skills to a more complex and abstract level. Sometimes a test may be given to assess the appropriate level of entry.

The course aims to enhance students' communicative skills and cultural awareness in both written and spoken Italian. Students continue to expand their knowledge of the language in preparation for tertiary studies, work or for enjoyment. This course consists of 4 semester long units, although whole units may be divided into two half units. Students may complete a minor or major. This course consists of four units of study. Each unit is one semester in length and consists of two modules. Year A and Year B are offered in alternate years. In 2018 the Year A units are offered, followed by the Year B units in 2019.

	UNITS	MODULES	
		TERM 1	TERM 2
YEAR A	The Individual's Experience	Personal Identity	Education and Adolescence
		Relating & interacting with others Character and personality	Educational Systems and routines in Italy and Australia
	Society and Community	TERM 3	TERM 4
		Travel and Services	Work and Leisure
	Service Providers Tourism in Australia and Italy	Professions and future aspirations Leisure	
YEAR B	The World Around Us	TERM 1	TERM 2
		Our Changing Planet	Social Issues
		Environmental issues	Migration Media
	Lifestyle and Traditions	TERM 3	TERM 4
Foods and Festivals		Arts and Entertainment	
	Italian and Australian cuisine and diet Italian Festivals	Italian film, music or visual art	

Please note: some of the course content may be subject to change

Continuing Japanese (T)

This course is designed for students who have studied Japanese for a minimum of two to three years in high school. It aims to enhance students' communicative skills in both written and spoken Japanese for the purpose of further study, travel, work or enjoyment. The course will extend students' awareness of the Japanese culture whilst preparing them for tertiary studies. This course consists of four units of study. Each unit is one semester in length and consists of two modules. Year A and Year B are offered in alternate years. In 2018 the Year A units are offered, followed by the Year B units in 2019.

	UNITS	MODULES	
		TERM 1	TERM 2
YEAR A	The Individual's Experience	Personal Identity	Health and Fitness
		Personal History Hobbies / Special Interests	Healthy Lifestyles A Visit to the Doctor's / Hospital
	Lifestyle and Traditions	TERM 3	TERM 4
		A Trip Overseas	Living in Japan
	A Trip overseas Tourism and Travel Transacting (Goods/Services)	Daily Life in Japan Accommodation Transportation	
YEAR B	Society and the Community	TERM 1	TERM 2
		Youth Culture	Communication
		Adolescent and School life Free time and Popular things	Traditional Stories Cartoons Mass Media
	The World Around Us	TERM 3	TERM 4
Social Issues		My Future	
	The Environment Social Issues	Future Plans and Goals Finding a Job/Working life Relationships	

MATHEMATICS

In completing courses in Mathematics students should increase their mathematical skills and apply their knowledge to solve problems in a range of situations. Students will have the opportunity to develop confidence in the use of technology and their ability to communicate mathematical ideas effectively.

At the time of publication, the courses detailed below will be offered at St Francis Xavier College for 2018:

Contemporary Mathematics (A, M)

Essential Mathematics (A, M)

Mathematical Applications (T)

Mathematical Methods (T)

Specialist Methods (T)

Specialist Mathematics (T)

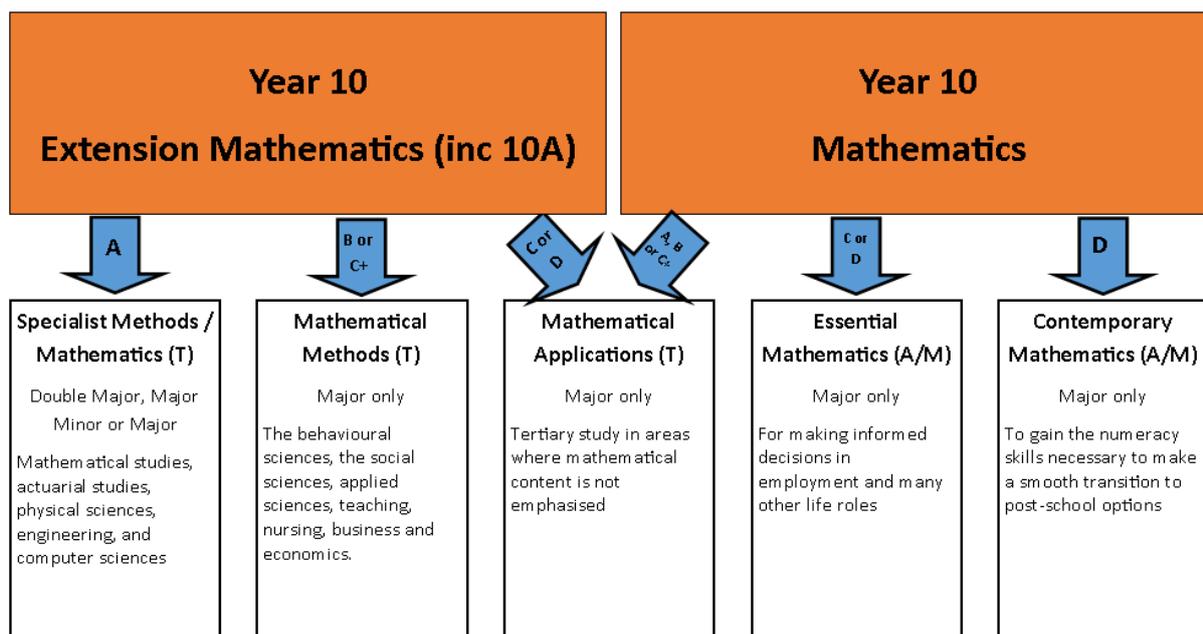
The Specialist Methods (T) course will allow students to undertake a single major in Mathematics at a higher level than Mathematical Methods or be combined with Specialist Mathematics units to form a Specialist Mathematics Major-Minor or Double-Major.

Choosing Your Maths Course

The Australian Senior Secondary Curriculum Mathematics courses have been designed to be taken as sequential units that develop students' understanding of mathematical concepts, increasing in levels of sophistication and complexity over the two years. The courses are complementary and there is almost no common content between courses.

For these reasons, it is important that students choose their courses carefully as it will no longer be possible to change courses after the first two weeks of a semester and be credited with a unit in Mathematics for that Semester. Changing courses at the semester break will still be possible, but will be more difficult as concepts introduced in previous units are assumed knowledge in later units and are developed further.

When selecting a Mathematics course for Years 11 and 12, students need to consider their level of achievement in Mathematics in Year 10, as well as the requirements of the courses and careers of interest to them. The following flowchart must be taken into consideration when choosing a Maths level of study.



Contemporary Mathematics integrating the Australian Curriculum (A, M)

The Contemporary Mathematics course aims to provide opportunities for students to gain the numeracy skills necessary to make a smooth transition to post-school options and to participate in society in a meaningful and effective manner. This level of mathematics assists students in the use of maths for everyday living.

Essential Mathematics integrating the Australian Curriculum (A, M)

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

Mathematical Applications integrating the Australian Curriculum (T)

Mathematical Applications focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

Mathematical Applications is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

It is expected that students studying at this level of Mathematics will have completed Year 10 Extension Mathematics or Year 10 Mainstream Mathematics at the A, B or C (high) standard.

Mathematical Methods integrating the Australian Curriculum (T)

The major themes of Mathematical Methods are calculus and statistics. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. In developing calculus and statistical concepts, Mathematical Methods includes studies of algebra, functions and their graphs, and probability.

Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level including studies in business, economics and applied sciences. It is also advantageous for further studies in the health, behavioural and social sciences, such as nursing and teaching.

The knowledge and skills from the following content descriptions from the Australian Curriculum course presented in Year 9 and 10 Extension Mathematics are highly recommended for the study of Mathematical Methods:

- Define rational and irrational numbers, and perform operations with surds and fractional indices.
- Factorise monic and non-monic quadratic expressions, and solve a wide range of quadratic equations derived from a variety of contexts.
- Calculate and interpret the mean and standard deviation of data, and use these to compare datasets.

It is expected that students studying at this level of Mathematics will have completed Year 10 Extension Mathematics at the A, B or C (high) standard.

Specialist Methods integrating the Australian Curriculum (T)

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion.

Students interested in the Specialist Mathematics Course as a single major course of study and who are achieving an A in Year 10 Extension Mathematics should select **Specialist Methods** for 2018. Students interested in Specialist Mathematics as a double major course of study who are achieving an A in Year 10 Extension Mathematics should select Specialist Methods and Specialist Mathematics for 2018.

It is expected that students studying at this level of Mathematics will have completed Year 10 Extension Mathematics at the A standard.

Specialist Mathematics integrating the Australian Curriculum (T)

Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, physical sciences and associated fields, actuarial studies, or engineering at university. Specialist Mathematics **must** be taken in conjunction with Specialist Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Specialist Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced.

Students completing four units in Specialist Methods and two units of Specialist Mathematics will be awarded a Major-Minor in Specialist Mathematics. Students completing four units in Specialist Methods and four units of Specialist Mathematics will be awarded a Double-Major in Specialist Mathematics.

Summary of Content of Mathematics Courses

Course	Unit 1	Unit 2	Unit 3	Unit 4
Contemporary Mathematics (A/M)	<ul style="list-style-type: none"> Income and Payroll Maths Workplace problem solving 	<ul style="list-style-type: none"> Money Management and Consumer Maths Banking and Financial Planning 	<ul style="list-style-type: none"> Managing Time Managing Money for Leisure and Recreation 	<ul style="list-style-type: none"> Budgeting Tenancy
Essential Mathematics (A/M)	<ul style="list-style-type: none"> Calculations, percentages and rates Measurement Algebra Graphs 	<ul style="list-style-type: none"> Representing and comparing data Percentages Rates and ratios Time and motion 	<ul style="list-style-type: none"> Measurement Scales, plans and models Graphs Data collection 	<ul style="list-style-type: none"> Probability and relative frequencies Earth geometry and time zones Loans and compound interest
Mathematical Applications (T)	<ul style="list-style-type: none"> Consumer arithmetic Algebra and matrices Shape and measurement 	<ul style="list-style-type: none"> Univariate data analysis and the statistical investigation process Applications of trigonometry Linear equations and their graphs 	<ul style="list-style-type: none"> Bivariate data analysis Growth and decay in sequences Graphs and networks 	<ul style="list-style-type: none"> Time series analysis Loans, investments and annuities Networks and decision mathematics

Course	Unit 1	Unit 2	Unit 3	Unit 4
Mathematical Methods (T)	<ul style="list-style-type: none"> • Functions and graphs • Trigonometric functions • Counting and probability 	<ul style="list-style-type: none"> • Exponential functions • Arithmetic and geometric sequences and series • Introduction to differential calculus 	<ul style="list-style-type: none"> • Further differentiation and applications • Integrals • Discrete random variables 	<ul style="list-style-type: none"> • The logarithmic function • Continuous random variables and the normal distribution • Interval estimates for proportions
Specialist Methods (T)	<ul style="list-style-type: none"> • Functions and graphs • Trigonometric functions • Counting and probability 	<ul style="list-style-type: none"> • Exponential functions • Arithmetic and geometric sequences and series • Introduction to differential calculus 	<ul style="list-style-type: none"> • The logarithmic function • Further differentiation and applications • Integrals 	<ul style="list-style-type: none"> • Simple linear regression • Discrete random variables • Continuous random variables and the normal distribution • Interval estimates for proportions
Specialist Mathematics (T)	<ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Geometry 	<ul style="list-style-type: none"> • Trigonometry • Matrices • Real and complex numbers 	<ul style="list-style-type: none"> • Complex numbers • Functions and sketching graphs • Vectors in three dimensions 	<ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

PERFORMING ARTS

Dance (T, A, M)

Drama (T, A, M)

Music (T, A, M)

A rich and exciting range of subjects and co-curricular experiences are offered at St Francis Xavier College, which enrich students, excite their imaginations, foster personal growth and creativity and develop their performance and stagecraft skills. Our commitment to the pursuit of excellence is reflected in our students' achievements at the College and beyond.

The Performing Arts Department is a vibrant part of the College community offering units that extend beyond the classroom, involving lunchtime, evening and community performances. It is involved in musicals, concerts, liturgies, festivals, competitions, vocal performances and, as such, reflects our Christian community spirit.

The Performing Arts Department offers state of the art facilities in Music, Dance, Theatre and Media, as well as a wide range of courses for students interested in both professional and vocational pathways.

Students who participate in the Dance, Drama and Music courses will be assessed under the BSSS Performing Arts Course Framework.

Dance (T, A)

Dance is the language of movement and a unique art form that uses the body as an instrument to represent, question and communicate concepts and ideas. The study of dance enables learners to engage with innovative thinkers and leaders and to experience dance as artists and audience members.

In broad terms, learning in Dance involves making and responding. Students learn as artists, by making dance performance that communicates to audiences. They learn as audiences, by responding critically to dance. These actions are taught together as each depends on the other.

In the making of dance performances, students learn about the elements of dance, rehearsal, physically preparing the body, application of choreography, compositional principles, and technical and performance skills to engage an audience.

In responding to dance performance, students learn about the roles of the choreographer, dancer, audience and dance critic. Students will develop an informed critical appreciation of dance works, considering dance practices, elements, genres, styles, techniques and conventions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of dance. The study of dance equips students with life skills while also providing continuity with many tertiary and industry courses.

There are no prerequisites for students studying Dance.

The College offers a professional theatre with a dance tarkett and state of the art lighting, sound and multimedia systems.

Students undertaking a course in Dance have the opportunity to study at either a Tertiary or Accredited (T, A, M) level. Students can choose from a wide range of units that will develop their skills in making and responding. All units have a performance element as part of the assessment.

Dance Units:

Contemporary Dance

This unit examines modern and contemporary dance through the study of modern and postmodern practitioners and companies from both the Australian and the international dance industries. Students will develop technical skills in contemporary dance and will learn about the choreographic process, including the exploration of various stimuli, the elements of dance and choreographic devices.

Dance and Entertainment

Students will learn sequences, technical exercises and choreographed dances in styles such as jazz, tap, ballroom, k Pop, commercial and musical theatre. They will learn about key choreographers of these styles and will explore the cultural contexts of specific musical theatre works. In this unit, students will also continue to develop and refine their understanding of the Elements of Dance, compositional processes and choreographic devices.

Dance in the Community

This unit will enable students to learn about dance as it appears in a community context, such as social dance, dance therapy and dance fitness. They will use the body as an instrument of communication and creativity to demonstrate and justify the elements and processes of choreography and they will develop an awareness of community principles such as integration and inclusivity through dance. Students will work as a group to develop a community performance and workshop model for a chosen group of primary or high school aged students.

Dance Foundation

In this unit, students will develop an understanding of familiar dance styles such as classical ballet and contemporary dance. They will learn about the composition process and movement practice and will develop theoretical skills. Students will also study various techniques, dance history and safe dance practices.

Dance in our Time

In this unit, students will study dance in contemporary society including one, or a variety of styles, such as jazz, funk, hip hop, street dance, rock n roll or contemporary dance. They will investigate the personal, historical and cultural context of the role of dance in contemporary society. Students will develop skills and techniques relevant to these styles, including the ability to choreograph their own dance piece.

Dance Production

This unit examines specific methods of approaching movement creation, including the use of costuming, lighting, sets, props and/or multi-media to enhance and develop a dance production. Students will perform their work with consideration of technical skills relevant to the style of choice.

Dance and the Media

In this unit, students examine dance as it is seen in commercial media such as advertising, music videos, television and print media. Students will explore dance through various media

elements such as notation, storyboarding, video/digital camera techniques and editing. They will also learn specific dance techniques, aesthetic qualities of dance performance and choreographic processes.

World Dance

This unit includes the study of Ritual Dance and dance from other cultures. Students will learn and perform repertoire from specific countries and cultures and will investigate the social, religious, geographical and cultural contexts of these styles and their influence on dance today. Students will also choreograph their own works influenced or inspired by cultural dances.

Please note: other Dance units from the BSSS may also be offered depending on student demand and availability of resources at any one time.

Drama (T, A, M)

Drama is the language of humanity and an integral art form. It makes meaning of the world through enactment to represent, question and communicate concepts and ideas. The study of Drama enables learners to engage with innovative thinkers and to experience drama as artists and audience members.

In broad terms, learning in Drama involves making and responding. Students learn as artists, by making Drama works that communicate to audiences. They learn as audiences, by responding critically to Drama. These actions are taught together as each depends on the other.

In making dramatic performance, students learn about the elements of drama, rehearsal strategies, workshopping, improvising, preparing the body, technical and performance skills to engage and communicate with an audience.

In responding to Drama performance, students learn about theory, the elements of production, roles of directors, actors, playwrights, performance styles, presentation of dramatic works, audience and drama criticism. Students will develop an informed critical appreciation of dramatic works, considering drama practices, elements, genres, styles, production techniques and conventions in the construction of meaning. They interpret, analyse and evaluate the social, cultural and historical significance of drama. The study of drama equips students with life skills while also providing continuity with many tertiary and industry courses.

There are no prerequisites for students studying Drama.

Students undertaking a course in Drama have the opportunity to study this course at either a Tertiary or Accredited (T, A, M) level. Students can choose from a wide range of units that will develop their skills in both drama performance and technical skills relating to theatre. All units have a performance element as part of the assessment.

The College offers a professional theatre with state of the art lighting, sound and multimedia systems.

Drama Units

Acting for Film and Television

The focus of this unit is to provide students with an understanding of acting techniques for screen and television. Students will explore acting skills for specific camera angles/shots in relation to various genres such as children's television, soap opera, advertising, news presentation, comedy and more.

Dramatic Explorations

The focus of this unit is to provide students with an understanding of the fundamental elements of Drama as well as the historical influences and styles such as Stanislavski, Brecht, and Artaud on the development of theatre.

Comedy

The focus of this unit is to explore the many facets of comedy in performance. Students will develop a knowledge and understanding of theatrical styles such as Commedia dell'Arte and melodrama and experiment with techniques such as farce, satire, status and comic timing.

Australian Theatre

The focus of this unit is to develop an understanding of the relationship between theatre practices and content and Australian cultures, both historical and developing. Students will workshop and perform a variety of plays and extracts which identify specific themes, characters and forms in Australian Drama.

Experimental Theatre

This unit provides an in-depth study of a range of theatre styles that have deviated radically from Realism in the 20th century such as Absurdism, Poor Theatre, Cruel Theatre, Epic Theatre and Forum Theatre. Students will have opportunities to explore the purpose and nature of theatre by experimenting with the actor/ audience relationship, space, narrative conventions and acting styles and apply these in the creation of innovative theatrical works.

Actor and Director

The focus of this unit is to explore the role, purpose and focus of the actor and the director and to understand their relationship in making theatre.

Modern and Classical Tragedy

The focus of this unit is to explore, examine and journey through the changing face of the tragedy form. This includes consideration of the essential questions of life, death and suffering.

Theatre Production and Performance

The focus of this unit is to work collaboratively to develop a polished theatrical production. The unit explores and practically applies general principles of a production from all perspectives: performing, directing, design and technical production. The unit provides opportunities to create work specifically designed for performance in front of a live audience. Focus is on team/ensemble work as part of a cohesive production team.

Theatre for Young People

The focus of this unit is to explore and appreciate the value of theatre designed and intended for young people. Students are provided with the opportunity to devise and perform theatre to inform, entertain and educate their audience. The unit will explore the importance of establishing interaction and rapport between the young performers and their audience.

Please note: other Drama units from the BSSS may also be offered depending on student demand and availability of resources at any one time.

Music (T, A, M)

The Music units at St Francis Xavier College encourage students to continue to develop their skills on their choice of instrument, and build repertoire in a diverse range of styles. All units offer focus on developing performance skills while building knowledge of musical elements including both theory and aural components. There are also some opportunities to participate in the school community by taking part in fundraising concerts, performance evenings and special events.

The Tertiary Course encourages students to expand on their performance and instrumental skills and provides students with the opportunity to improve through the use of feedback in class based workshops. Theoretical and aural concepts are explored in greater detail and these ideas are also linked in a practical way through performance and composition. The Tertiary course has a prerequisite requirement which is Grade 3 AMEB standard or equivalent in theory and practical. Previous completion of Year 10 Music, or a discussion about the required standards with one of the members of the Music staff is recommended.

The Accredited Course consists of a performance based focus that provides students with the opportunity to improve their instrumental skills while developing foundational skills in the theory of music, such as note reading and chord recognition. Students also create new works that may be completed through recording, notated score, guitar or drum tab, electronic music software program or other negotiated formats with the class teacher. The Accredited Course has no prerequisite.

The Modified Course is available to students who enjoy music and require adjustments to support their continued learning in Music.

Each unit of study is of one semester duration. Students must select 2 units for a Minor and 4 units for a Major.

Units of study available are:

The Blues

In this unit, students learn about the origin of the Blues, the Twelve Bar Blues, extended Blues chords, Blues scales, vocal and instrumental Blues elements, improvisational skills and they learn how musical elements are used to influence a sense of place and time. Students also analyse how social, historical, technological, cultural, political and/or geographical contexts have influenced blues music. Students are able to create original music works manipulating the key elements that relate to blues music. Students may perform in their own choice of styles, although one Blues inspired work must be included in their repertoire.

Music for Film

In Music for Film, students study the soundtracks created by composers such as John Williams, Hans Zimmer, Jerry Goldsmith, Henry Mancini, John Barry and Anne Dudley. Students learn about the use of leitmotif in movies such as Jaws to build characterisation. Students also expand their instrumental skills and repertoire, and have the opportunity to create a short score for a film scene negotiated with the teacher.

Contemporary Music of the 90s and Beyond

In this unit, students analyse how music elements are used to influence mood and audience in contemporary music genres. Examples of artists studied include Bjork, Thom Yorke, Kaija Saariaho and Elena Kats-Chernin. Students also explore extended harmonies and social and geographical influences on Music, while performing their choice of repertoire and creating a new work.

Self-Directed unit

In this unit, students negotiate the overall topic of study with the teacher and must address the parameters of performance, creation and musicology. Students may choose to complete the musicology section through a research task or a theory test, and may choose to arrange a pre-existing work or compose a new work for the creation component. One of their performed pieces must reflect their overall topic of study.

Please note: other BSSS Music units may also be offered depending on student demand and resources at any given time.

PHYSICAL EDUCATION

Exercise Science (T)

Physical Education (A, M)

The Physical Education Department offers two courses within the Senior School. Students should take care in selecting particular courses in line with their academic abilities and their vocational aspirations. The courses offered in the Physical Education Department are designed to prepare students for University and other educational institutions as well as vocational opportunities. The courses offered are Exercise Science, which is a tertiary course, and Physical Education, which is an accredited course.

The Exercise Science course has a greater emphasis on theoretical assessment compared to the Physical Education Course. The Physical Education course has practical assessment components and students will be involved in physical activity. This course also offers opportunities to gain the National vocational certificates and industry recognized certificates.

Exercise Science (T)

The Exercise Science Course provides essential knowledge and skills that assist students in gaining access to vocational opportunities and further study. Emphasis is placed on a sound theoretical and practical knowledge of Exercise Science. It provides an opportunity for the study of human physiology and performance in the development of enhanced sporting achievements.

The Exercise Science Course is intended for the following groups of students:

- Those who wish to proceed to post-secondary studies in the fields of: paramedical, nursing, physiotherapy, occupational therapy, sports training/conditioning, sports studies, teaching, community fitness and recreation, and other areas of applied anatomy and physiology
- Those who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of Exercise Science

Exercise Science is a very challenging course with a **strong theoretical component**. Students over the two years will study in depth the following units of study: Anatomy, Physiology, Human Fitness, Sports Nutrition, Exercise Physiology, Sports Injuries Biomechanics and Sports Psychology.

Anatomy and Physiology

Some of the specific goals for this unit are for students to:

- describe and understand the basic organisation of the human body: cells, tissues, organs, and body systems
- describe the structure and function of the circulatory system and be able to recognise its major components
- describe the structure and function of the respiratory system and be able to describe the process of gas exchange
- recognize and understand how these body systems relate to human performance
- describe the specific terms associated with human motion and movement analysis
- describe the structure and function of the skeletal and articular systems and how they relate to human performance

- describe and understand the muscular and nervous systems and explain how they are applied to human performance

Human Fitness and Sports Nutrition

Some of the specific goals for this unit are for students to:

- identify the importance of physical fitness and its role in improving the well-being of our society
- define the health and skill related components of physical fitness and factors affecting them, and describe methods of measuring and evaluating these components
- summarise accurately information in relation to training principles and methods and apply these to training programs
- describe the structure and function of the digestive system and recognise its major components
- describe the relationship between food intake, energy expenditure and metabolism
- identify specific dietary requirements for a variety of athletic performance
- demonstrate an understanding and interpretation of nutritional food values appropriate to athletes in sport

Exercise Physiology and Sports Injuries

Some of the specific goals for this unit are for students to:

- demonstrate an in depth knowledge of physiology involved in muscular metabolism and the energies of muscular contraction
- describe and understand the energy requirements of sports activities and their interplay during rest and exercise
- describe and understand the acute and chronic physiology adjustments, adaptations and response to exercise
- describe and understand the physiological adaptations brought about by training principles and methods
- demonstrate an understanding of the factors which influence sports performance
- analyse the structure of those areas of the body most susceptible to sporting injuries and of the most common sporting injuries
- identify when a competing injury becomes life threatening
- demonstrate and describe appropriate management of injuries and the promotion of safety in sport
- identify a range of factors that influence prevention of sporting injuries
- identify a range of rehabilitation procedures and be able to follow rehabilitation procedures

Biomechanics and Sports Psychology

Some of the specific goals for this unit are for students to:

- define and apply biomechanical principles relating to human bodies in static and dynamic situations
- develop the capacity to critically analyses, perform and observe motors activities by incorporating a thorough knowledge of biomechanical principles.
- differentiate between different types of motivation and identify them from information supplied by athletes
- demonstrate an understanding of how different arousal states may be achieved in sports performance through positive or negative means
- demonstrate an understanding of the cognitive strategies used in mental preparation for performance

Physical Education (A, M)

The Physical Education Course is a **practical activity** based course. The aim of the course is to provide students with access to, and support for, a program of regular physical activity to aid in the maintenance of their personal fitness and their continued participation in sporting and recreational activities.

The major focus of this course is to encourage participating students to develop an understanding of, and interest in, personal fitness, sport, and recreation.

This is a course suited to both female and male students and it is expected students undertaking this course will become valuable community resources as a result of their participation in the basic sports coaching and administration units and the completion of the National Vocational Certificates. **Students will have the opportunity to complete a Provide First Aid Certificate*, Australian Sports Commission Certificate in Beginning Coaching Principles.**

*There will be a cost associated with the completion of the Provide First Aid Certificate.

Students will complete the following units:

Year 11 Semester 1 - Field Sports and Sports Competitions

Some of the specific goals for this unit are for students to:

- perform with individual and team skills in a number of field sports involving a wide variety of equipment and settings
- demonstrate an understanding of the rules of a number of selected field sports
- identify, apply, analyse and evaluate tactical and positional skills
- apply skills in the creation and administration of sports competitions
- demonstrate and conduct a sports competition, applying record keeping, communication, and management of officials, participants facilities and equipment
- demonstrate a variety of effective communication, group management and decision making skills within the role of a sports competition administrator

Year 11 Semester 2 - Coaching Principles and Football Codes

Some of the specific goals for this unit are for students to:

- identify, explore and apply the role and responsibilities expected of a coach
- examine and apply the planning process to prepare and evaluate effective coaching sessions
- develop coaching knowledge and innovative coaching techniques that promote inclusion and a safe training/competition environment
- demonstrate, develop and improve individual skills in a number of football codes
- utilise effective personal, interpersonal and leadership skills to work independently or as part of a team
- demonstrate an understanding of the rules of a number of selected football codes

Year 12 Semester 1 - Recreational Activities and Team Sports

Some of the specific goals for this unit are for students to:

- explore recreational options available in our society
- examine the terms 'leisure' and 'recreation'
- discuss aspects that influence leisure, recreation, play and sport in today's society
- demonstrate, develop and improve physical skills in individual and team settings with initiative, fluency, fluidity, control, accuracy, timing and precision

- develop knowledge, understanding and application skills through involvement in team sports games and drills
- demonstrate an understanding of the rules of a number of selected team sports
- review tactical and positional skills

Year 12 Semester 2 - First Aid and Individual Sports

Some of the specific goals for this unit are for students to:

- develop knowledge, techniques and skills required to obtain a nationally recognised Provide First Aid (HLTAID003) qualification.
- develop proficiency and confidence in selected first aid procedures
- demonstrate develop and improve nominated skills specific to individual sports with initiative, fluency, fluidity, control, accuracy, timing and precision
- identify, examine and apply tactics in a variety of individual sports
- utilise effective personal and interpersonal skills to work independently
- demonstrate an understanding of the rules of a number of selected individual sports

RELIGIOUS EDUCATION

Religious Studies (T, A, M)

Religious Education is a compulsory subject. All students at St Francis Xavier College study Religious Education from Years 7 to 12. In the College, courses are offered as a Major, a Major-Minor, and a Double Major.

Religious Studies involves learning about the phenomenon of religion in general, and the expression of it within specific traditions. Religion exerts an important influence on the lives of individuals and societies. Understanding the nature of religion, its practices and its expression gives students' greater understanding of themselves and the world in which they live.

The units offered are studies in Spiritual, Ethical and Moral Issues, Social Justice, Beliefs, Religious Art and Sacred Texts, Church History and Christian Youth Ministry. There is also an opportunity for students to negotiate to undertake two Independent Studies units.

The level at which the individual unit is being studied (T, A or M) will determine the type and emphasis of assessment tasks. A variety of assessment methods will be used, such as written tasks, individual or group presentations, portfolios and creative responses.

Religious Studies (T, A, M)

Religious Studies examines the beliefs, values, traditions, rituals, sacred texts and expression of faith through art, literature, media, politics, psychology and science. The way religious traditions and beliefs impact on various societies' impacts on various societies is also investigated.

Search for Meaning

(Compulsory Unit Semester 1 Year 11 Tertiary)

Who am I? Why am I here? What do I believe? Is there a God? Why is there suffering? This unit examines a range of responses to these fundamental life questions which may give meaning to human existence. The nature of religion and religious experience are key components of study. Students are encouraged to reflect on their own personal search for meaning and the importance of living a compassionate life. Students also examine diverse philosophical, scientific and religious views which impact on the search for meaning.

Encountering Ethical Issues

(Compulsory Tertiary and Accredited Unit Semester 1 Year 12)

How should we live our lives as human beings? What does it mean to be human according to various ethical and religious perspectives? How has ethical thinking developed in the Western Philosophical tradition? Students will explore relevant aspects of the work of some of the following philosophers: such as Descartes, Voltaire, Rousseau, Kant, Hegel, Mill, Bentham, Singer, Weil, Fletcher and Marx. At least two ethical issues will be studied in depth, as well as various religious responses to ethical issues, including the Catholic perspective.

Year 11 RE Tertiary Elective Choices Semester 2

Students may only choose these electives once, unless the unit is History of Christianity which has two units. Social Justice and Youth Ministry are only offered in Year 11. They are not offered in Year 12.

History of Christianity to 1517

This unit examines the development of Christianity from its roots in the Judaic faith and culture to 1400 CE in order to develop an appreciation for the integral nature of religious faith to the socio/cultural context. The beliefs and values of a society are reflected in their political, judicial, educational and artistic institutions and therefore need to be examined together to gain a more accurate perspective on how each developed.

Religion and the Media

This unit is a study of the way religions are represented and constructed in contemporary media. It will provide students with the opportunity to critically evaluate the way religion, religious themes and religious figures are presented in the news and current affairs, film, music, websites and advertising.

Religion and Politics

This unit explores secular and religious ideas of government, examining the relationship between Church and State throughout history and in the present day. The relationship between theological and political models, social structures and belief systems, will be investigated. Political systems such as political theocracy, secular humanism, the divine right of monarchy and the absolute authority of a god-king will be examined.

Religion Worship and the Arts

This unit provides an overview of how religious and spiritual concepts have been expressed through various artistic media and imagery. Students will examine both sacred and secular artworks in order to understand and appraise the religious ideas evoked by the art.

Students will be exposed to many art forms, including any of the following: Architecture, Dance/movement, Drama, Film/media, Literature, Music, Painting Photography, Sculpture, Tapestries, Textiles, Dance/movement

Religion and Science

Religion and science are necessary partners in providing the opportunities to live meaningful lives, to protect and enhance the environment of our rich and varied world and explore the cosmos with a view to improving all life. This unit attempts to find the bridge between religion and science and to appreciate the role of both religious and scientific truth in a contributing to building a peaceful and just world.

Religion and Literature

This unit is designed for students with a love of reading and writing. Universal human experiences and themes such as love, hope, peace, tolerance, forgiveness, the nature of evil and redemption are explored. Students will critically examine how such experiences and themes are conveyed in literary texts such as short stories, novellas, novels, poetry, song, and drama. Religious themes may be explored in literary texts through understanding the role of symbolism, allegory, fable, parable may be used to interpret and construct meaning from such texts.

Social Justice

This unit explores the foundation, principles, origins and teachings of social justice and human rights in various religious and philosophical traditions. It examines such topics as human rights, poverty, hunger, sexism, work related issues, globalisation, fair trade, slavery, discrimination and the environment.

Youth Spirituality and Christian Ministry

This unit explores the role of youth ministry and spirituality in the world, Australia and Canberra, including examples of Indigenous ministries in Australia. It examines the relationship between faith and mission, spirituality and prayer, and the role of Scripture in youth ministry. This is a unit which involves the practical application of skills acquired in building a faith community.

Year 12 RE Elective Choices Semester 2

History of Christianity from 1400

Students will examine the development of Christianity from its roots in the Judaic faith and culture to 1400 CE in order to develop an appreciation for the integral nature of religious faith to the socio/cultural context. The beliefs and values of a society are reflected in their political, judicial, educational and artistic institutions and therefore need to be examined together to gain a more accurate perspective on how each developed.

The Psychology of Religion

This unit examines what it means to be human in the light of psychological, spiritual and religious insight and teaching. Students will examine a range of current psychological theories and religious perspectives which help us understand human behaviour particularly in regard to well-being and human development.

Religion and the Media

This unit is a study of the way religions are represented and constructed in contemporary media. It will provide students with the opportunity to critically evaluate the way religion, religious themes and religious figures are presented in the news and current affairs, film, music, websites and advertising.

Religion and Politics

This unit explores secular and religious ideas of government, examining the relationship between Church and State throughout history and in the present day. The relationship between theology and political models, examining the interaction of social structures and belief systems, will be investigated. Political systems such as political theocracy, secular humanism, and the divine right of monarchy and the absolute authority of a god-king will be examined.

Religion through the Arts

This unit provides an overview of how religious and spiritual concepts have been expressed through various artistic media and imagery. Students will examine both sacred and secular artworks in order to understand and appraise the religious ideas evoked by the art.

Students will be exposed to many art forms, including any of the following: Architecture, Dance/movement, Drama, Film/media, Literature, Music, Painting Photography, Sculpture, Tapestries, Textiles, Dance/movement.

Sacred Texts and Religious Literature

This unit explores the nature, authority and role of sacred texts: the different styles or forms of sacred writing (historical, allegorical, moral, poetic, prophetic, apocalyptic with emphasis on the Hebrew Scriptures, The New Testament, World Religions, Indigenous and other Religious Literature.

Independent Study

This unit is designed for students who have highly developed and reflective understandings of concepts they have studied in Religious Studies to date and who can work independently with confidence and initiative at a high level. Students are expected to formulate their own research thesis on some aspect of Religious Studies and prepare a 3000 word research report.

SCIENCE

Senior Science	(A, M)
Biology	(T)
Chemistry	(T)
Earth and Environmental Science	(T)
Physics	(T)

When choosing a Science course students should take care to select courses that are both within their academic ability and appropriate to their vocational aspirations. The courses offered in the Science Department are structured to prepare students for studying Science at university and other educational institutions, as well as, provide a comprehensive foundation of information and experiences for those students who have demonstrated a particular interest in Science.

All courses have a large practical component that forms an essential part of assessment. In addition a student's performance will be assessed using a range of assessment tools. Each course consists of four sequential semester units. Please read the descriptions for each course carefully as some units have prerequisites.

The Biology, Chemistry, Earth and Environmental Science and Physics courses will all be following the Australian Curriculum.

Senior Science (A, M)

Senior Science is a course developed for students who enjoy Science, but find the academic approach of Biology, Chemistry and Physics difficult. The course is offered as an Accredited course only, and cannot be undertaken as a Tertiary course. Students will study a variety of ideas within the Science discipline, discussing a range of topics and focussing on the Scientific method to discover things about the natural world.

In 2018, the Senior Science classes will be studying Chemistry and Physics in a variety of contexts, and will cover Biology and Environmental Science in 2019.

Biology (T)

This course is for students who have found Biology an interesting discipline of Science or for those who wish to increase their general knowledge about the living world. It provides a comprehensive understanding of living things and their place in the environment. The course prepares students for tertiary studies in fields that have a biological basis (including Botany, Zoology, Human Biology and Environmental Studies). This course is following the Australian Curriculum for Biology.

Biology 1 - Biodiversity and Connectedness (*Prerequisites-Nil*)

Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Fieldwork is an important part of this unit, providing valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

Biology 2 - Cells and Organisms (*Prerequisites-Nil*)

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms. Human Anatomy and Physiology is a major focus of this unit.

Biology 3 - Heredity & Continuity of Life (*Prerequisite-Biology 2*)

Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations. Genetics and reproductive strategies are a major focus points for this unit.

Biology 4 - The Internal Environment (*Prerequisite- Biology 2*)

Students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease at cellular and organism levels; and they consider the factors that encourage or reduce the spread of infectious disease at the population level. The study of disease is the major focus of this unit.

Chemistry (T)

Chemistry forms a solid foundation for those students wanting to undertake further study in the fields of Science, Engineering or Health Sciences. The course is structured to give students every opportunity to gain laboratory skills necessary for continued study of Chemistry. Emphasis is placed on the skills of data analysis and formal scientific reporting. The course also covers strategies necessary for dealing with quantitative chemical concepts. This course is following the Australian Curriculum for Chemistry.

Chemistry 1 - Chemical Fundamentals (*Prerequisites – nil*)

Students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions.

Chemistry 2 - Molecular Interactions and Reactions (*Prerequisite – Chemistry 1*)

Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

Chemistry 3 - Equilibrium, Acids and Redox Reactions

(*Prerequisites – Chemistry 1+2*)

Students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems

Chemistry 4 - Structure, Synthesis and Design. (*Prerequisites – Chemistry 1+2 & 3*)

Students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

Earth and Environmental Science (T)

This course is for students who found Earth and Environmental Science interesting as a subject in Years 7-10 and are willing to explore further ideas in the topic in a Tertiary Setting. Students develop an understanding of the ways in which interactions between Earth systems influence Earth processes, environments and resources. They conduct investigations and analyse data to find evidence for the Earth's history and how this affects the cycles which govern how life and weather systems function.

Unit 1: Introduction to Earth Systems

Students examine the evidence for the Earth's changing history, including the origin of biological processes. They link this with an expanding understanding of the Earth's hydrosphere and atmosphere. They view evidence from the fossil record which demonstrates changes in the Earth's systems and the organisms that live on it.

Unit 2: Earth Processes

Students investigate how the transfer and transformation of energy from the sun and the Earth's interior enable and control processes within and between the different geological spheres. This includes study of processes such as plate tectonics, solar, oceanic and photosynthetic processes.

Unit 3: Living on Earth

Students investigate the resources that are required to sustain life and provide infrastructure for living things. This includes both renewable and non-renewable resources. Students investigate how the availability of these resources, for example water, affects biota in a local and global scale. They investigate human changes to these energy cycles.

Unit 4: The Changing Earth

Students investigate how hazards occur over a range of timescales and spatial areas. They examine ways in which humans contribute to the frequency, magnitude and intensity of hazards including fire and drought. They review evidence for climate change models, including evidence from fossil records, and discuss modelling for future climate trends.

Physics (T)

Physics is a fundamental Science and forms a solid foundation for those students wanting to undertake Engineering courses or Physics at a tertiary level. This course endeavours to develop a student's ability to understand the properties and nature of matter, the various forms of energy, and the interaction of energy and matter.

Skills of data analysis and scientific report writing are used throughout the course. Students apply quantitative concepts to better understand the physical world. Sound mathematical skills are required for this course.

This course is following the Australian Curriculum for Physics.

Physics1 Linear Motion and Waves (*Prerequisites – Nil*)

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Physics 2 Thermal, Nuclear and Electrical (*Prerequisites – Nil*)

Students describe, explain and predict linear motion, and investigate the application of wave models to light and sound phenomena.

Physics 3 Gravity and Electromagnetism (*Prerequisites – Physics 1+2*)

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance, and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves.

Physics 4 Revolutions in Modern Physics (*Prerequisites – Physics 1+2*)

Students investigate how shortcomings in existing theories led to the development of the Special Theory of Relativity, the quantum theory of light and matter, and the Standard Model of particle physics.

SOCIAL SCIENCE

Business (T)

Geography (T, A, M)

Global Studies (T, A)

Legal Studies (T, A, M)

Modern History (T, A, M)

Psychology (T, A, M)

The Social Science Department offers a range of courses designed to prepare students for higher education and the workforce. Students are encouraged to select courses that are appropriate to their areas of interest, their academic ability and their vocational aspirations.

All Social Science courses follow the Australian Curriculum.

Business (T)

Business is the study of the essential planning requirements ranging from a small business to the broader roles of management, finance, human resource management, marketing, e-business, ethical practices, sustainability and the impacts of implications of the future business environment.

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of change on the business environment.

Students develop the skills to create innovative solutions to business problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

The study of Business enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally.

The Business course provides continuity with many pathways into tertiary and industry studies. Business units offered are:

Unit 1: Changing Business Environment

This unit explores business and its dynamic environment through the following focus topics: Small business, Globalisation and Entrepreneurship.

Unit 2: Relationship Management

This unit investigates the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity through the following focus topics: Marketing, Media and Communication.

Unit 3: Planning for the current context

This unit investigates the range of tools and strategies utilised by business to plan for success through the following focus topics: Financial Planning, Human Resources and The Business Plan.

Unit 4: Business Challenges

This unit investigates the importance for business to be responsive to change from the internal and external environments. The focus topics for this unit are decided upon current issues happening in Australia and throughout the business world.

Geography (T, A, M)

Geography draws on student's curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics, to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

Students apply geographical inquiry through a more advanced study of geographical methods and skills in the senior years. They learn how to collect information from primary and secondary sources such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to such inquiries as it enables students to develop their understanding of the world through direct experience.

The Australian Curriculum units below are designed for study at both 'T' and 'A' level. Students studying the 'T' level course will be expected to cover the content in greater depth and display greater sophistication in their skill development.

Geography units offered are:

Natural and Ecological Hazards

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment

Sustainable Places

This unit examines the economic, social and environmental sustainability of places. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses and adaptations. This unit includes an overview of places and the challenges faced by cities in the developed and developing world. The unit also includes two depth studies: one focusing on challenges faced by a place in Australia, and one focusing on challenges faced by a megacity in a developing country. The scale of study for this unit, unless specified, can range from local to global, as appropriate.

Landcover Transformations

This unit focuses on the changing biophysical cover of the earth's surface, its impact on global climate and biodiversity, and the creation of anthropogenic biomes. In doing so, it examines the processes causing change in the earth's land cover. These processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining. This unit includes an overview of land cover change and two depth studies: one focusing on the interrelationship between land cover and either global climate change or biodiversity loss, and one focusing on a program designed to address land cover change.

Global transformations

This unit focuses on the process of international integration (globalisation) as a conceptual 'lens' through which to investigate issues in human geography. In doing so, it integrates the sub disciplines of economic and cultural geography, and political geography. Economic geography involves study of the changing location, distribution and spatial organisation of economic activities across the world, while cultural geography focuses on the patterns and interactions of human culture, both material and non-material. Both sub disciplines make an important contribution to our understanding of the human organisation of space. Political geography examines the spatial consequences of power at all scales from the personal to global. This unit includes an overview of international integration (globalisation) and a choice of depth studies: one focusing on economic integration, and one focusing on international cultural integration.

Global Studies (T, A,M)

Global Studies is the study of political, economic, social and cultural relationships of the world. The course content encourages global perspective and provides students with the background to study other cultures in relation to their own, including concepts of identity and belonging. This interdisciplinary course explores global issues, global communities, global challenges and change.

The Global Studies course teaches students to think critically about key global issues and to develop an understanding of international politics, global economic forces, intercultural relationships, international cooperation, and global citizenship.

Students with an understanding of the concepts explored in the course will be well placed to better negotiate the world in which they live, study and work.

Globalisation, technological change, environmental, social, economic and political pressures present new and exciting opportunities for Australia and Australians to engage meaningfully with other nations and people.

The underlying narrative of this course is to help students, as global citizens, to articulate concepts of personal responsibility, and to equip them to navigate, function in, and contribute effectively – in new and creative ways – to a dynamic and complex world. Global Studies encourages students to become reflective, informed and active citizens.

The new Global Studies course complements the proliferation of interdisciplinary courses in prominent universities in Australia and around the world.

Global Studies units offered are:

Australia: Our Democracy, Your Choice

This unit will enable students to acquire knowledge and understanding of Australia’s democratic political system. Students will examine the formation of the democratic political system in Australia. They will reflect on their role and responsibilities in a democratic system.

International Relations

This unit explores the institutions, organisations and agencies that exercise power and influence across the world. Students will explore the motives for action and inaction, and the major causes of division and alliance.

Global Challenges

This unit ideally consolidates knowledge and skills acquired in the foundation units of the course. Students examine current global issues and hypothesise possible solutions, and communicate their ideas to others. The design and delivery of this unit places a strong emphasis on collaboration and authentic learning. Extra-curricular activities including community activism are suggested components of the unit, as part of action based research.

Peace & Conflict

This unit explores the causes of conflict and its effect on peace. Students will analyse the variables that shape peace and conflict. Teachers will select from the following content, depending on the interests and composition of the class, and topics previously covered.

Legal Studies (T, A, M)

Legal Studies explores the law, and its institutions and processes, in a social, economic and political context allowing students to investigate, question, and evaluate their personal view of the world and society’s collective future.

Students develop their knowledge and understanding about how Australian and world legal systems impact on the lives of citizens, seek to balance the rights and responsibilities of individuals, the community, and governments, to achieve justice and equality for all. Students will evaluate the effectiveness of laws, institutions and processes, and consider opportunities for reform.

Legal Studies provides students with the opportunity to develop their skills in research, analysis and evaluation of information. Using logical and coherent arguments, students will explore the implications and consequences of decisions made by individuals, organisations and governments.

Legal Studies units offered are:

Unit 1: Crime, Justice and the Legal System

This unit aims to increase students' awareness of the complexity and limitations of the criminal justice system in achieving justice. Using a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.

Unit 2: Civil Law and Resolution of disputes

This unit aims to increase students' awareness of the rights and responsibilities that exists between individuals, groups and organisations and the resolution of civil disputes through courts and other mechanisms. Using a range of contemporary examples, students investigate civil law, processes and institutions, and develop an appreciation of the role of civil law in society

Unit 3: Law, Government and Society

In this unit students, will investigate the significance of legal rights and responsibilities in everyday life from different political, economic and social perspectives. Using a range of contemporary examples, students investigate how the law attempts to balance the rights and responsibilities of the individual with the best interests of the wider community

Unit 4: International Relations and the law

In this unit students, will investigate the significance of Australia's international legal and political responsibilities from different political, economic and social perspectives. Using a range of contemporary examples, students investigate how the law attempts to balance the rights of individual states with their responsibilities in the wider global community.

Unit 5: Negotiated study

Investigation of contemporary legal issues which can be an extension of previously studied topics. It can cover electives not previously studied or maybe from the broader field of legal studies.

Modern History (T, A, M)

Through the study of History students will develop a range of skills and an understanding of the changing nature of human experience over time. They will acquire a perspective that gives them a clearer insight into many of the issues facing the modern world. This course is designed for those students with a general interest in History as well as those who wish to develop an understanding of world affairs and improve their research, writing and communication skills. Such skill development is an asset for students continuing to tertiary studies in Law, Economics, History, Journalism and related areas.

The Australian Curriculum units below are designed for study at both 'T' and 'A' level. Students studying the 'T' level course will be expected to cover the content in greater depth and display greater sophistication in their skill development.

Modern History units offered are:

Understanding the Modern World

This unit investigates key developments that have helped define the modern world: their causes, the different experiences of individuals and groups and their short and long term consequences. Students will encounter ideas that both inspired and emerged from these

developments and their significance for the contemporary world. The French Revolution and the Russian Revolution will be focus topics in this unit.

Movements for Change in the 20th century

This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society. The Women's movement and The Civil rights movement in the USA will be focus topics in this unit.

Modern Nations in the 20th century

This unit helps students understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states. It will allow students to understand the significance of the changes experienced by modern nations and the different paths of development they have taken. Germany (1918-1945) and Japan (1931-1967) will be focus topics in this unit.

The Modern World since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here now. The Changing World Order will be the focus topic in this unit.

Psychology (T, A, M)

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between the individuals and groups as well as the roles of biological and environmental factors.

Students develop skills which promote higher-order thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They develop skills to communicate effectively and present logical and coherent arguments.

The study of Psychology enables learners to understand how individuals think, feel and act within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain cognition and behaviour. They analyse the nature and purpose of psychology and develop insights into types of behaviour across a range of contexts.

The study of Psychology provides continuity with many tertiary and industry courses.

The units below are designed for study at both 'T' and 'A' level. Students studying the 'T' level course cover similar content, but in greater detail and must show greater sophistication in their skill development.

Psychology units offered:

Unit 1: Individual Differences

This unit examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

Unit 2: Into the mind

This unit examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

Unit 3: Psychology of wellness

This unit examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

Unit 4: Psychology in Society

This unit examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

VISUAL ARTS

Visual Art (T, A, M)

Photography (T, A, M)

Ceramics (T, A, M)

The Visual Arts provide opportunities for students to learn to solve problems think creatively and develop mental disciplines which are valuable and highly transferable skills for any academic endeavour. Study of the Visual Arts at the Accredited (A) and Tertiary (T) levels opens the door to many career paths in fields associated with applied design and expressive arts. The Department of Employment, Education, Training and Youth Affairs website has an excellent resource regarding careers.

A wide variety of assessment tasks, including written and practical, will be used in all units.

Visual Art (T, A, M)

This course is suitable for students who have developed an interest in this area in the Junior School and who may be looking for avenues to further their practical skills and the ability to express themselves through visual and verbal language. At the 'T' level it is also suitable for students who are contemplating a career in such areas as Visual Arts, Graphic or Industrial Design, Secondary Art Teaching, etc. There is no prior learning required to study Visual Art.

The course is comprised of four units, which will be selected in consultation with the classroom teacher according to available resources, student needs and interests. The units include teacher-directed work and student initiated major works.

Typical assessment items will consist of:

- a Visual Arts Process Diary that includes a folio of practical exercises and demonstrates an investigation of specific artists and their work techniques, materials and approaches
- a major work or series of student-directed works
- an assignment which may take the forms of an exhibition report, essay, research task

The units below are designed for teaching at both 'T' and 'A' levels. Students studying at 'T' level cover the same content, but in greater detail. It is also expected they will develop their skills more than students studying at 'A' level and this will be reflected in the assessment for individual units.

Drawing

This unit provides basic skills in using a variety of drawing media, with an exploration of both traditional and contemporary approaches. The study of aspects of the art-making process, techniques, terms and concepts related to various media are an important focus.

Painting

This unit explores a variety of painting techniques, concepts and artists from a variety of cultures and art movements. An understanding of several painting mediums; acrylic, watercolour, gouache and oils, is developed through experimentation.

Printmaking

Students explore a range of printmaking techniques and processes; relief, etching/intaglio, screen printing and mono-printing. Students investigate the historical tradition of these methods, as well as contemporary approaches developed by modern printmakers from a variety of cultures.

Sculpture

The focus of this unit will be on the development of technical and conceptual skills related to sculpture and installation practice. Specifically, students explore the sculptural processes associated with subtraction, substitution, addition, and manipulation, experimenting with a wide variety of media.

Photography (T, A, M)

This course is suitable for students who have developed an interest in the Visual Arts in the junior school or who may be contemplating tertiary studies or a career in this field. A minor or major in Photography is a useful addition to a portfolio for entrance into Photography, design or art courses at tertiary institutions. There are no prerequisites for the study of Photography in Semester 1 year 11. Foundation Photography is a prerequisite for Semester 2 Year 11.

Both Accredited (A) and Tertiary (T) courses consist of four 1.0 standard units. These courses assume no prior photographic experience. Students learn SLR camera operations and explore the possibilities associated with the use of the elements and principles of design. They are also introduced to appropriate file storage and management procedures and experiment widely with digital media manipulation. Many skills associated with producing a body of digital work are developed.

Approaches to the use of different compositional devices, the application of natural and studio lighting and the incorporation of a range of lenses and filters is a focus. Students also develop an ability to manipulate their images further, practising many Photoshop techniques for specific effect. The history of photography, its pioneers and masters are studied as well as the development of photography into a modern art form. Both teacher and student directed activities form a part of each unit.

Typical assessment items will consist of:

- a Visual Arts Process Diary that may include examples of technical exercises and demonstrates an investigation of specific photographers and their work, techniques and approaches
- a major work or series of student-directed works
- an assignment which may take the forms of an exhibition report, essay, research task, etc.

The units below are designed for learning at both 'T' and 'A' levels. Students studying at 'T' level cover the same content, but in greater detail. It is also expected they will develop their skills more than students studying at 'A' level and this will be reflected in the assessment for individual units.

Students must begin their study at the first unit and study units sequentially.

Photography Practice - Prerequisite - Nil

This is a foundation unit and a prerequisite for all subsequent units. It provides basic practical and theoretical knowledge on using cameras, manipulating digital media and printing photographs. Composition, movement and light are the areas through which students explore and express their ideas.

Photography Communication - Prerequisite – Photography Practice

This unit builds upon skills acquired in the foundation unit with an emphasis on consolidating and expanding previous understanding of digital procedures and an experimental approach to printing. A study of Nineteenth and Twentieth Century photographers is included to enhance awareness of composition and photographic techniques.

Photography Applications - Prerequisite – Photography Practice, Photography Communication

A study of the many varied vocational applications of photography is investigated along with natural and artificial lighting, lenses, camera filters and creative presentation methods. Students examine a variety of photographic genres, included fashion photography, landscape photography, photojournalism and studio portraiture.

Art Photography - Prerequisite – Photography Practice, Photography Communication

This unit focuses on alternative photographic processes and explores photography as a means of creative self-expression. The history of photography as Art is investigated and several key art photographers are examined. Students prepare portfolios of their work, based on a negotiated concept.

Ceramics (T, A, M)

Ceramics will be offered as an independent elective option for the first time at St Francis Xavier College in 2018. This course is ideal for students who identify an interest in the Ceramic construction process and would suit those who are seeking avenues to further their practical and concept development skills. The Ceramics course encourages students to explore their creativity and develop an individualised approach in their work. At the 'T' level it is also appropriate for students who are contemplating a career in such areas as Visual Arts, Graphic or Industrial Design, Secondary Art Teaching, etc. There is no prior learning required to study Ceramics.

The course is comprised of four units, which will be selected in consultation with the classroom teacher according to available resources, student needs and interests. The units include teacher-directed work and student initiated major works.

Typical assessment items will consist of:

- a Visual Arts Process Diary that includes a folio of practical exercises and demonstrates an investigation of specific Ceramic artists and their work techniques, materials and approaches
- a major work or series of student-directed works
- an assignment which may take the forms of an exhibition report, essay, research task etc.

The units below are designed for teaching at both 'T' and 'A' levels. Students studying at 'T' level cover the same content, but in greater detail. It is also expected they will develop their

skills more than students studying at 'A' level and this will be reflected in the assessment for individual units.

Exploring Ceramics - Prerequisite - Nil

This is a foundation unit and forms an essential foundation for all later Ceramics courses. In Exploring Ceramics students develop concepts related to form and texture as they investigate a variety of clay construction techniques. Emphasis will also be placed on surface treatment and decoration as a means for personal expression and creativity.

Hollow Ceramic Form Sculpture - Prerequisite – Exploring Ceramics

This unit builds upon skills acquired in Exploring Ceramics. An emphasis is placed on consolidating and expanding students' previous understanding of techniques associated with the creation of hollow sculptures. This course provides students an excellent opportunity to explore their construction and decoration approach and investigate specific areas of interest in more depth.

Ceramic Decoration and Firing - Prerequisite – Exploring Ceramics

Using clay as the medium to create artworks, students learn additional techniques of finishing and firing. They look at historical, cultural and technological aspects of decoration and firing from a cross-cultural perspective. The emphasis of this course will be on experimentation with surface decoration and how this informs and affects their finished pieces

Ceramic Sculpture and Mixed Media - Prerequisite – Exploring Ceramics

In this course students use their repertoire of skills to create a mixed media major work within a ceramic context. Students' ability to develop a thematic approach in their work is further developed. Students are encouraged to experiment with a wide variety of art media in order to present engaging and innovative sculptural responses.

REGISTERED UNITS

The following range of 'R' Units may be offered or accredited depending on the level of student interest and teacher availability

AFL	Manga Club
AST Practice	Maths Tutorial
Bar Operations	Mentoring
Baseball	Musical Performance
Basketball	Netball
Beach Volleyball	Oztag
Chess Club	Public Speaking
Choir	Questacon Volunteer Explainer
Community Service	Road Ready
Costume Production	Rugby League
Cricket	Rugby Union
Cross Country	School Band
CSIRO CREST Program	Soccer
CSIRO Student Research	Softball
Dance	Sports Coaching
Debating	Sports Officiating
Duke of Edinburgh's Award	Squash
First Aid	Student Council
Futsal	Student Leadership
Hiking	Study Skills
Hockey	St Vincent de Paul
Hospitality Functions	Swimming
Japanese For Tourism	Tennis
Life Drawing	Volleyball
Liturgical Music Group	Water Polo
Live Production and Services	

COURSES ON OFFER

Courses offered at the College in 2018 will be contingent on the number of students selecting courses as well as College resources for the delivery of each course.

Behavioural Science (T, A, M)	51
Biology (T).....	42
Business Administration Studies (A, M, V).....	17
Business Studies (T)	46
Ceramics (T, A, M)	55
Certificate II in Construction Pathways (C, M, V)	7
Chemistry (T)	43
Contemporary Mathematics integrating the Australian Curriculum (A, M).....	24
Continuing Italian (T).....	21
Continuing Japanese (T).....	22
Dance (T, A, M).....	28
Design Technology and Graphics (T, A, M)	4
Drama (T, A, M)	30
Earth and Environmental Science (T)	44
English (T).....	11
Essential English (A, M)	11
Essential Mathematics integrating the Australian Curriculum (A, M).....	24
Exercise Science (T)	34
Furniture Construction (A, M, V)	5
Geography integrating the Australian Curriculum (T, A, M).....	47
Global Studies (T, A, M).....	48
Hospitality Studies (A, M, V)	13
Information Technology (A, M)	16
Information Technology (T)	16
Legal Studies (T, A, M)	49
Literature - Double Major English (T)	11
Mathematical Applications (T).....	24
Mathematical Methods (T)	25
Media (T, A, M)	19
Modern History integrating the Australian Curriculum (T, A, M)	50
Music (T, A, M).....	32
Photography (T, A, M).....	54
Physical Education (A, M)	36
Physics (T)	44
Religious Studies (T, A, M)	38
Senior Science (T, A, M)	42
Specialist Mathematics (T).....	26
Specialist Methods (T)	25
Visual Art (T, A, M).....	53
Wood Technology (A)	9