

ELECTIVE HANDBOOK

YEARS 9 AND 10
2027



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Year 9 and 10 Electives

Introduction

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

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

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

Compulsory subjects

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

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

Electives

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

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

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

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

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

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

Electives Table 2027

Design and Technology	Design and Graphics	Applied Technologies
	Design and Metal	
	Design and Timber	
	Engineering	
	Introduction to the Construction Industry (VET - Year 10)	
Food & Textiles Technologies	Design in Textiles	Food & Textiles Technologies
	Design and Food	
	Introduction to the Hospitality Industry (VET - Year 10)	
Digital Technology	Computing Studies - Introduction to Computers (Year 9)	
	Computing Studies – Future Applications (Year 10)	
	Data Science (Year 10)	
	Mechatronics (Robotics) & Game Design (Year 9)	
	Digital Systems in Information Technology (VET – Year 10)	
STEM	Future Enterprise (Year 9)	
Enrichment	Enrichment: Individual Learning Projects Elective	
Languages	Japanese	PREREQUISITE: Students must complete courses in both Year 9 in Year 10 to be eligible to study senior Languages (Please note: at present, Auslan is not offered at a senior level)
	Spanish	
	Auslan (Australian Sign Language) (Year 9)	
Performing Arts	Drama	
	Music	
	Dance	
Visual Arts	Live Production and Services (VET - Year 10)	
	Photography and Media (Year 9)	
	Visual Art (Year 9)	
	Visual Art (Year 10)	
	Photography (Year 10)	
	Media Arts (Year 10)	
Core subject electives	Visual Art - Illustration (Year 10)	
	Religious Education	
	English	

Health and Physical Education

Humanities and Social Science (HASS)

Science

Mathematics - Cryptography

HEALTH AND PHYSICAL
EDUCATION:

Must be prepared to attend
and pay for a camp and
weekly excursions to
participate in this program.

Choosing your electives

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

Electives with additional associated costs:

- Students of **Design in Textiles** will be required to purchase some fabric and haberdashery items, as needed during the Year.
- Students of **Sport and Recreation Studies** will be required to cover the costs of undertaking one three-day camp, as well as weekly excursions in each semester of study (up to a maximum of two semesters across Years 9 and 10).
- Students of **Design and Timber** may be required to purchase their own timber.

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

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

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

Class allocation

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

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

Preparation for Vocational Education Qualifications

St Francis Xavier College offers Vocational Education and Training (VET) courses through the Archdiocese of Canberra and Goulburn, Catholic Education Office. They are the Registered Training Organisation (RTO 46330 Catholic Archdiocese of Canberra and Goulburn Education Limited). The RTO is responsible for ensuring a high quality of VET course delivery and assessment at St Francis Xavier College.

Additional Certificates and vocational Statement of Attainments are offered to Year 10 students through elective courses and external training opportunities.

These can include but are not limited to:

- RSA - Responsible Service of Alcohol
- White card and Asbestos training
- First Aid
- Service Stars
- Introduction to the Hospitality Industry
- Introduction to the Construction Industry
- Digital Technology

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

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

It is recommended that **ALL Year 9 and 10 students** create a USI for present and future needs. A USI is an individual education number for life. It provides students with an online record of their vocational education and training (VET) undertaken in Australia. Without one, students cannot gain recognition of their VET achievements (qualification or statement of attainment) and students cannot apply for Commonwealth financial assistance.

- Please use this [link](#) to find out more and create a USI, or go to www.usi.gov.au
- When a student USI is created, please email a copy to careers@sfx.act.edu.au



DESIGN AND TECHNOLOGY

Design and Technology

Design and Graphics

Design and Graphics – Year 9

Technical Drawing and Design Communication

This unit introduces students to graphic design processes and techniques across both digital and analogue contexts. Students explore analogue visual communication methods, including drawing incorporating scale, spatial planning, Australian drafting standards, and orthographic/isometric projection and perspective drawing. They will use digital tools such as SketchUp to develop and present design solutions. They study graphic design and communication concepts and develop technical skills in vector illustration and layout. They may redesign and prototype everyday items using a range of techniques. Throughout the design process, students generate, adapt, and refine ideas, processes, and solutions, and critically justify their decisions against developed design criteria, fostering creativity, problem-solving, and effective visual communication.

Product and Packaging Design Solutions

This unit introduces students to Product and Packaging Design, providing opportunities to create innovative designed solutions for products, services, and environments. Students explore the principles of 3D to 2D translation by designing labels, boxes, and wrappers that are visually appealing and effective in a retail context. They develop foundational user interface and user experience skills through the creation of digital assets, wireframes, and mock-ups that prioritise user-friendly design. Emphasis is placed on layout and composition, enabling students to balance text, imagery, and negative space to produce engaging digital and print publications. Through these combined experiences, students build an understanding of both physical and digital design practices, developing creativity, visual communication skills, and an appreciation of audience and purpose in design.

Design and Graphics – Year 10

Foundations of Architectural Design & Sustainable Environments

This unit engages students in the design of responsive and sustainable environments. Students investigate real-world case studies and conduct site analysis, considering geographical, climatic, and cultural factors to inform their designs. A human-centred design approach underpins the unit, with a focus on community needs, cultural sensitivity, and the social impact of design decisions. Students develop an understanding of key concepts including scale, spatial planning, Australian drafting standards, and orthographic and isometric projection. Through practical design activities students apply their knowledge using 2D and 3D Computer-Aided Design (CAD) software. Throughout the process, students refine their designs in response to feedback, building skills in problem-solving, technical drawing, and communicating innovative solutions.

Foundations of Brand Identity and Visual Communication

This unit introduces students to the principles of graphic design and brand identity, focusing on both analogue and digital image-making practices. Students explore key elements such as typography, layout, and composition, developing an understanding of how text, imagery, and visual hierarchy influence readability and tone. Through the study of visual identity, students investigate the psychology of shapes, colours, and typography, applying this knowledge to create cohesive brand identities. They progress from initial concept sketches to refined digital designs and develop a range of brand products.

Design and Graphics courses are an excellent choice for those students who intend to study senior Designed Environments (Architecture) and other applied technology subjects.

Design and Metal

Design and Metal – Year 9

Shaping and Joining Metal

This unit introduces students to the processes and techniques involved in shaping and joining metal, with a strong emphasis on safe workshop practices and understanding material properties that influence fabrication. Students develop core practical skills including marking out, filing, drilling, and brazing. Using a Design Thinking approach, students plan, create, and refine personalised jewellery items integrating traditional handcrafting methods with contemporary CAD modelling to support effective design planning and communication.

Forming and Fastening Metal

This unit develops students' understanding of how sheet metals can be shaped, joined, and reinforced to produce functional and durable products. Students explore the properties of metals to inform design decisions related to usability, strength, and sustainability, while considering the broader environmental and industrial impacts of metal fabrication. Through the application of technical drawing conventions and precise forming techniques, students plan and manufacture a range of projects. Throughout the process, they refine their skills in accuracy, measurement, and construction, building both practical workshop competencies and an appreciation for sustainable design practices.

Design and Metal – Year 10

Techniques for Machining and Joining Metal

This unit develops students' understanding of precision machining, fastening, and metal fabrication, with a focus on how accuracy, tolerances, and surface finish influence the performance and sustainability of designed solutions. Students apply design processes to analyse purpose, ergonomics, and user needs, and to generate, refine, and justify design ideas against identified criteria. Students apply a range of workshop techniques, including lathe operations and joining methods such as MIG welding, and spot-welding. Students communicate design ideas through annotated CAD drawings and design folios.

Metal Fabrication Methods

This unit develops students' capacity to design and produce a metal sculpture, with a focus on how form, balance, scale, and material properties impact structural integrity, function, and safety. Students apply design processes to generate, refine, and communicate design ideas that respond to defined needs and opportunities. Through the application of advanced fabrication techniques students confidently select and manipulate appropriate materials, tools, and technologies. Design and Metal courses are an excellent choice for those students who intend to study senior Metal Products, Engineering, other applied technology and Vocational (VET) subjects.

Design and Timber

Design and Timber – Year 9

Shaping and Joining Timber

This unit develops students' understanding of how timber can be shaped and joined to create functional products, with a strong emphasis on safe and responsible use of hand and power tools. Students extend their practical woodworking skills through the design and construction of a range of kitchen utensils and a corresponding holder, applying techniques in measuring, marking out, cutting, shaping, and assembling timber. They investigate the properties and applications of food-safe finishes, evaluating their suitability for timber utensils and presenting their findings in a structured report. Throughout the unit, students engage in the design process to create fit-for-

purpose solutions and reflect on their learning through written evaluations, building their capacity to assess both their technical development and the effectiveness of their design decisions.

Foundations of Carpentry

This unit introduces students to the foundations of carpentry through the design and production of simple timber products. Students recall and extend their understanding of safe working practices when using a range of hand and power tools, developing confidence and responsibility in a workshop environment. They build practical skills in measuring, marking out, cutting, joining, and finishing timber through the construction of projects such as a picture frame and a small desk tidy. Students engage in the design process to plan and create a product for an identified purpose, considering functionality and quality of construction. They also investigate construction techniques used in existing products and present their findings in a case study, developing their ability to analyse and communicate design decisions while reflecting on their own learning and progress.

Design and Timber – Year 10

Simple Furniture

This unit focuses on the design and construction of simple furniture, enabling students to extend their understanding of safe working practices using a range of hand and power tools. Students develop proficiency in the use of specialty tools and fasteners, building awareness of appropriate processes, techniques, and applications in a workshop context. Through the construction of small furniture pieces, students apply practical skills in measuring, cutting, joining, and assembling timber components. They design and produce a product for an identified purpose, drawing on their developing knowledge of functionality and aesthetics. Students also investigate timber finishing techniques, exploring how different finishes enhance durability, appearance, and suitability for use.

Basic Cabinetry

This unit introduces students to the principles and practices of basic cabinetry through the design and construction of functional storage solutions. Students recall and extend their understanding of safe working practices when using a range of hand and power tools, while developing confidence with specialty tools and fasteners. They build awareness of appropriate processes, techniques, and applications in a workshop environment, applying these skills to the construction of small cabinetry projects. Students engage in the design process to create and produce a product for an identified purpose, considering functionality and user needs. They also investigate timber shaping techniques, exploring how different methods influence the form, strength, and aesthetic qualities of their designs, while refining their technical skills in accuracy, craftsmanship, and problem-solving. Design and Timber courses are an excellent choice for those students who intend to study senior Timber, Construction, other applied technology and Vocational (VET) subjects.

Engineering

Year 9

Civil Engineering

This unit engages students in the principles and practices of civil engineering with a strong focus on bridge design, combining theoretical understanding with practical application. Students explore how Science, Technology, Engineering and Mathematics (STEM) concepts underpin the design, analysis, and construction of bridge structures, with particular attention to forces, load distribution, and material properties. Using Computer-Aided Design (CAD) software, students develop and refine bridge designs, applying technical drawing conventions and engineering thinking to produce accurate and innovative solutions. They test and construct scale models using basic materials, evaluating structural performance and making evidence-based improvements.

Mechanical Engineering

This unit develops students' understanding of core mechanical engineering principles through the investigation and application of forces, energy, and motion in designed solutions. Students explore

how mechanical systems operate within products, services, and environments, considering technical, ethical, and sustainability factors that influence engineering design. Through a practical, project-based approach, students develop skills in material science, aerodynamics, and systems thinking, applying Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) processes, including 3D printing, to prototype and refine solutions. Engineering concepts are used to deepen students' Physics knowledge while strengthening their ability to analyse and solve complex problems. Students engage in a range of design challenges that require both independent work and collaborative teamwork, with opportunities to participate in STEM competitions such as the Science and Engineering Challenge. Through these experiences, students build technical capability, creativity, and an understanding of real-world mechanical engineering applications.

Year 10

Aeronautical Engineering

This unit immerses students in the principles and applications of aeronautical engineering, with a strong focus on the design, analysis, and performance of aircraft and flight systems. Students investigate key STEM concepts with emphasis on how forces, thermodynamics, and energy transfer influence flight. Through a practical, project-based approach, students design, construct, and test solutions such as model aircraft applying research and experimentation to evaluate material properties and performance characteristics. Students use engineering thinking to generate and refine ideas, making informed decisions about materials, structure, and efficiency in relation to real-world aviation contexts.

Rocketry

This unit extends students' practical STEM learning through a focused exploration of rocketry and engineering design, with an emphasis on the principles of propulsion, forces, and flight. Students engage in the design, construction, and testing of model rockets, applying engineering and Physics concepts to develop, analyse, and refine their solutions. Using a project-based, iterative approach, students demonstrate creativity, problem-solving, and technical skill as they develop multiple design iterations, utilising digital tools for modelling, testing, and communication. They evaluate their solutions against design brief criteria, making evidence-based improvements to enhance performance, safety, and efficiency.

Engineering courses are valuable for students considering selecting Physics and/or Engineering in their senior studies.

Introduction to the Construction Industry (VET - Year 10)

Students in Year 10 study industry-related knowledge and skills based on the Australian Curriculum. They will also complete a selection of Competencies from [Certificate II in Construction Pathways](#). Upon successful completion, students will receive a printed Vocational Statement of Attainment. Students must undertake this course for the whole year.

Any successfully completed competencies during Year 10 may be credited towards the follow-on course of study for students undertaking Senior Construction (with VET) in Years 11 and 12.

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

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

Each year the College arranges for an external training provider to deliver the following to our Year 10 Construction students:

- White Card
- Asbestos Awareness
- Crystalline Silica Exposure Awareness

These are optional and additional costs will apply.

Work experience placements are highly recommended and encouraged. Students must participate in White Card, Asbestos and Silica awareness training, before engaging in Work Experience Placements.

Design in Textiles

Design in Textiles – Year 9

Understanding Textiles Through Design

This unit introduces students to the fibres, fabrics, and textiles industry, developing their understanding of material properties, performance, and applications in real-world contexts. Students investigate fabric construction techniques and evaluate how different fibres influence durability, functionality, and aesthetic outcomes. Through a combination of theory and practical learning, students develop skills in sewing, surface decoration, and the use of commercial patterns to design and produce textile items. Applying the design process, students generate, create, and evaluate solutions using safe and effective workshop practices.

From Waste to Wearable: Textile Innovation

This unit engages students in exploring sustainability within the textiles industry through research and applied design processes. Students investigate the properties and performance characteristics of textiles by deconstructing existing products, analysing how materials, construction methods, and design decisions influence their function and lifecycle. With a focus on environmental responsibility, students apply upcycling and recycling techniques to transform existing textile items into innovative and purposeful products. They also examine the influence of historical, cultural, and contemporary perspectives on textile design, construction, and use, developing an understanding of how sustainability shapes industry practices. Through the design process, students generate, create, and evaluate solutions, building their capacity for creative problem-solving, critical thinking, and responsible design.

Design in Textiles – Year 10

Designing Interiors with Textiles

This unit introduces students to the application of textiles within interior design, exploring how fabric-based products contribute to the function, comfort, and aesthetic quality of interior environments. Students investigate how designers use materials, technologies, and production processes to create solutions that respond to user needs and contemporary design trends. Students engage in the design thinking process, where they analyse interior spaces and identify opportunities for improvement based on user requirements, including comfort, durability, cultural influences, and sustainability. They examine how design decisions are influenced by factors such as colour theory, texture, pattern, and material properties, and how these elements work together to create purposeful and visually cohesive interior spaces. This reflects the broader understanding that design must balance both functional and aesthetic considerations.

Innovative Fashion: Designing for Purpose

In this unit, students explore the role of fashion as a purposeful design solution, focusing on how garments can respond to real-world needs, users, and social or environmental challenges. Moving beyond aesthetic design, students investigate how fashion can solve problems related to sustainability, inclusivity, function, and lifestyle. Students engage in a design thinking process, where they analyse user needs and develop textile solutions that are functional, ethical, and fit for purpose. The unit emphasises user-centred design, requiring students to research and design for a specific purpose. A key focus is placed on sustainable and ethical fashion practices, including fibre selection, lifecycle thinking, waste reduction, and upcycling. Students explore how designers respond to environmental challenges and are encouraged to apply these approaches in their own work, reflecting broader course priorities such as recycle and reuse, and designing for real contexts.

Design and Food

Design and Food – Year 9

Food Design and Nutrition

This unit develops students' understanding of the principles of food design and nutrition, enabling them to make informed, healthy, and sustainable food choices. Students investigate the functions of food, the Australian Guide to Healthy Eating, and key nutritional concepts, applying this knowledge to menu planning and recipe modification. Through practical experiences, they develop a range of food preparation skills and produce healthy meal options, while considering current food trends and presentation techniques. The unit also builds independence through the development of kitchen safety, hygiene practices, time management, and collaboration skills, supporting students in becoming confident and capable in planning and preparing food for everyday life.

Food Product Design and Innovation

This unit develops students' understanding of food product development within a consumer-driven marketplace, exploring how food innovations are designed, produced, and marketed. Students investigate a range of contemporary food products, examining the purpose of product development, the role of food labelling, and the function of packaging in influencing consumer choices. They analyse the impact of past and present innovations on society and consider how trends, nutritional needs, and sustainability inform design decisions. Using the design process, students generate, develop, and evaluate their own food products in response to specified design briefs, applying a range of practical cookery techniques in a safe and hygienic environment. Throughout the unit, students build independence, creativity, and problem-solving skills while developing an understanding of food systems and their influence on individuals, communities, and the environment.

Design and Food – Year 10

Global Design Influences on Australian Cuisine

This unit explores the diversity of Australian cuisine by examining the influence of global cultures on contemporary food practices. Students investigate how ingredients, techniques, and traditions from around the world have shaped Australia's food identity, while analysing social, ethical, and sustainability factors that impact global food systems. Through practical and theoretical learning, students develop skills in planning and preparing a variety of culturally inspired dishes using safe, hygienic, and efficient cookery techniques. The unit builds students' independence, creativity, and critical thinking, while strengthening their ability to make informed and responsible food choices.

Market to Meal: Sustainable Food Design

This unit develops students' understanding of how food moves from market to meal, with a focus on ingredient selection, preparation, and sustainable consumption. Students investigate the use of fresh, seasonal, and local ingredients, developing practical cookery skills while applying safe and hygienic kitchen practices. Through the "Fridge to Feast" design challenge, students creatively plan and produce meals using leftover ingredients, promoting resourcefulness and reducing food waste. Applying the design process, students generate, adapt, and evaluate meals based on nutritional needs, sustainability considerations, and available resources. The unit builds independence, critical thinking, and problem-solving skills, supporting students to make informed food choices that contribute to personal wellbeing and environmental responsibility.

Introduction to the Hospitality Industry (VET - Year 10)

Students in Year 10 will have the opportunity to complete a selection of Competencies from the [Certificate II](#) in Hospitality. Upon successful completion, students will receive a printed Vocational Statement of Attainment. Students must undertake this course for the whole year.

Any successfully completed competencies during Year 10 may be credited towards the follow-on course of study for students undertaking Senior Hospitality (with VET) in Years 11 and 12.

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

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

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

Possible job opportunities include:

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

Each year the College arranges for an external training provider to deliver the following to our Year 10 Hospitality students:

- Responsible Service of Alcohol

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

Work experience placements are highly recommended and encouraged. Students will need to enrol and complete Responsible Service of Alcohol (RSA) training before engaging in work experience placements.



DIGITAL TECHNOLOGY

Digital Technology

Computing Studies – Introduction to Computers (Year 9)

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

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

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

Computer Systems

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

Internet and HTML

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

Graphics

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

Computing Studies – Future Applications (Year 10)

In the Computing In this future-focused course, students explore the world of computing applications through the development of websites, interactive programs, and digital solutions.

The course introduces students to HTML website development, web programming, and a foundational understanding of object-oriented programming using languages such as Python and C#. Students will be able to design and prototype digital systems with a focus on user experience.

Through projects and assessment items, students will be encouraged to write and edit structured code using algorithms, data structures, and object-oriented principles to solve real world digital projects. Utilising emerging concepts and digital tools, students will develop user stories whilst also applying digital safety principles to assess how data is collected, used, and stored in digital systems.

Data Science (Year 10)

Data based decision making gives students the capabilities to generate real-time insights to make the right choice, in this course students will learn how to visualise and analyse data from a variety of sources.

These include:

- Sports
- Space
- Information Technologies
- Artificial Intelligence (AI) Control Systems

Students will explore how charts and other visualisations can be made interactive, such as by allowing buttons and dropdowns to select a different series of data. They will understand and apply the stages of data acquisition, cleaning and analysis with a purpose in mind. This framework is used by data scientists to ensure a purpose-driven approach to extracting meaningful insights from raw data.

Students can apply this framework to a range of real-world scenarios. By working on hands-on projects or exercises, students can enhance their skills in systematically approaching and solving problems within the context of the data science life cycle.

Mechatronics (Robotics) & Game Design (Year 9)

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

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

Content studied will include:

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

Excursions

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

Digital Systems in Information Technology (VET - Year 10)

Students in Year 10 will have the opportunity to complete a selection of Competencies from the ICT and Business Services VET Training Packages. Upon successful completion, students will receive a printed Vocational Statement of Attainment. Students must undertake this course for the whole year.

Any successfully completed competencies during Year 10 may be used as future credit towards a Business or ICT VET qualification and/or any other qualification that allows for selection of these units.

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

In this course, the VET competencies are carefully selected to address the skills and knowledge required to use basic computer operating systems, computer hardware, software applications and digital texts for a range of purposes required within an Information and Communications Technology (ICT) context.

The content helps prepare students for careers in:

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

STEM

Future Enterprise (Year 9 – One Semester Unit)

This unit explores how emerging technologies and STEM knowledge can be applied to create innovative, sustainable enterprises. Students develop skills in entrepreneurship, design thinking, digital innovation, and problem-solving, culminating in the creation of a future-focused business or product. Through this course students will identify real-world problems and market opportunities, design and prototype solutions using STEM related tools, apply data, digital technologies, and scientific reasoning whilst developing business models and present enterprise ideas.

Students will:

- Apply design thinking to solve real-world problems
- Use digital tools to design and prototype solutions
- Use equipment to design and prototype solutions
- Interpret and analyse data for decision-making
- Understand principles of entrepreneurship and enterprise
- Communicate ideas through professional disciplines
- Work safely and communicate effectively



ENRICHMENT

Enrichment

Individual Project

This semester-long elective is for students in Years 9 or 10 who have a specific area of interest, or who have ever wanted to create, design, build or develop something from their imagination.

Whether it's science, art, technology, literature or social justice, students will design and carry out an independent project with the guidance of a teacher, and with support from experts in various fields. Through goal setting, research, reflection, and presentation, students will develop valuable skills in critical thinking and self-directed learning. This course encourages creativity, curiosity, and initiative, making it ideal for students who are ready to take ownership of their learning and go beyond the classroom.

Places are limited and prospective students will need to apply. Please contact Sarah Conn sarah.conn@sfx.act.edu.au or Elizabeth Allsopp elizabeth.allsopp@sfx.act.edu.au for the application form, or for more information.



LANGUAGES

Languages

Japanese

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

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

SFX has resumed reciprocal tours to Japan with visits to SFX in 2026 and to Japan in 2027. We also provide a diverse range of local immersive language learning experiences and excursions, including curriculum connections with our Sister School, Takefu Higashi.

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

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

Students will inquire into a variety of contexts for learning:

Year 9

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

Year 10

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

Spanish

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

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

We are exploring friendship school relationships in Spanish speaking countries and our elective classes will benefit from these reciprocal curriculum connections. Such exciting opportunities allow for an immersive and authentic opportunity to apply Spanish learning.

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

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

Students will inquire into a variety of contexts for learning:

Year 9

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

Year 10

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

Auslan (Australian Sign Language) (Year 9)

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

Auslan is the language of the Australian Deaf community. This course will focus on developing visual communication strategies to effectively learn basic communication in Auslan, whilst developing an understanding of language as a structure and enhancing intercultural understanding.

Students will be able to produce fingerspelling, handshapes, movements and locations of single signs in a range of interactions with the teacher and each other. Language is adjusted to suit different purposes, contexts and situations as students learn how culture shapes language.

Students build a vocabulary and grammatical base allowing them to compose and present different kinds of text by responding to instructions and describing familiar objects, animals, family, friends, favourite activities and food through interactive experiences.

We are exploring connections with the local deaf community including primary schools in Canberra. Our Auslan students will benefit from these reciprocal curriculum connections. Such exciting opportunities allow for an immersive and authentic opportunity to apply Auslan learning.

There are no prerequisites for this beginning language course.

Students will inquire into a variety of contexts for learning:

Foundational Auslan

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

Auslan in context

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



PERFORMING ARTS

Performing Arts

Drama

Year 9

Actor's Toolbox

Step into the world of epic fails and dramatic highs! In this unit, you'll dive into the two most iconic theatre genres—Comedy and Tragedy—where the stakes are high, the laughs are loud, and the drama is real. Through fun games, improvisation, mime, and expressive movement, you'll build your acting skills and bring larger-than-life characters to the stage. Explore scripts, develop your own original performance, and put on a show for a live audience that will leave them laughing, crying—or both!

Lights, SFX, Action!

Ever dreamed of seeing yourself on screen—or creating your own viral video moment? In this exciting unit, you'll learn what it takes to act like a pro in front of the camera. From powerful monologues to laugh-out-loud skits, you'll explore the techniques used by professional film and TV actors—including the legendary Stanislavski System and modern screen acting methods—and bring them to life in scenes you help create.

You'll also draw inspiration from popular YouTube creators and digital content stars, learning how performance for the screen is evolving in the age of social media. Whether you're passionate about storytelling, character work, or just love being in front of the camera, this unit gives you the skills and confidence to shine on screen—your way.

Whether you're dreaming of Netflix, TikTok, or your own YouTube channel, Screen Acting is your backstage pass to the world of digital performance.

Year 10

Stage the Change

Get ready to shake things up! In this unit, you'll explore bold and thought-provoking theatre styles from around the world. Learn how modern theatre legends like Brecht, Grotowski, Artaud, and Boal use drama to entertain and make powerful and important statements. Then, team up to create and perform your own original piece that challenges, inspires, and entertains—live at the *ActUp! Student Fringe Festival* at the Canberra Theatre Centre.

Run the Show!

Ever wonder how a full production comes together? This unit puts you in charge—onstage and off! You'll form your own production team and learn everything from scriptwriting to stagecraft. Direct the play, design sets, explore lighting and sound, create costumes and makeup, manage the stage, and even run publicity.

But that's not all—you'll also have the chance to step into the spotlight and perform in the play you've helped bring to life. Whether you love acting, designing, or organising behind the scenes, this unit is your backstage pass to the real world of theatre—where every role matters and the show can't go on without you.

Music

Year 9

The Dynamic Music Experience

Ready to play? In this unit, you'll level up your skills on the instrument or instruments you choose, which includes the options of vocals, acoustic or electric instruments. You'll work on practical development and building your confidence while learning awesome pieces in a variety of styles (plus one of your own choosing!). Along the way, you'll dive into the world of music-making, from understanding how music works to creating your own original tunes using basic recording tools. It's all about growing as a performer and having fun.

Syncing Sound and Style

If music moves you and you're eager to learn how to play, this unit is designed just for you. Explore styles like Rock, Pop, Rhythm and Blues and styles of your choice—while building your skills further on your instrument or with vocals. You'll learn how to use music software and basic recording tools to produce your own tracks and take your music further. You'll receive encouragement and resources to grow both your practical skills and confidence within the classroom environment. If you're keen, you might even get the chance to perform at school or community events.

Year 10

The Musician's Toolkit

Already know your way around an instrument or mic? This unit will take your music to the next level. Explore your favourite songs while building technical skills through solo, accompanied and/or group performance. You'll dive deeper into music theory, aural skills (listening like a pro!), and composition, with access to creative music software to bring your ideas to life. With so many options available for you to achieve your goals in Music, this course is your toolkit for serious music-making—with chances to perform for real audiences if you're ready.

Music in Media

Explore Music that has been used as a vehicle to convey meaning and story in this course. Music in movies, games, and ads makes us feel everything—and in this unit, you'll learn how to create that Music yourself. Study the sounds behind epic film scores, game soundtracks, and powerful protest songs, then create your own original music to convey meaning, story and inspire change. Use your instrument or voice to build emotion, mood, and energy, while sharpening your performance skills. There's even the chance to enter your work in real-world comps like Triple J Unearthed. If you're into music and media, this unit hits all the right notes.

Dance

Year 9

Move It!

Love the energy of a hip hop crew, Broadway musical, or a big-screen dance number? This unit is your chance to bring that vibe to life! You'll dive into the world of commercial dance—just like what you see in movies, music videos, TV shows, and musical theatre. Explore the dynamic styles of Hip Hop and Jazz, mastering their signature moves and rhythms through high-energy practical classes. You'll sharpen your technique, boost your confidence, and team up with friends to create your own show-stopping routines.

Discover how dance has entertained and inspired people throughout history, and maybe even perform for a live audience at school or in the community. If you love to move, perform, and shine, this is the unit for you!

Express Yourself

Ready to dive into the world of creative and expressive movement? In this unit, you'll explore Modern and Contemporary Dance styles that are all about telling stories with your body. Learn techniques inspired by iconic choreographers and global dance companies. You'll workshop new ways of moving, collaborate with your classmates to create powerful original routines, and explore how dance can communicate big ideas and raw emotion.

Plus, you'll get the exciting opportunity to showcase your work by performing at the Dance Festival at The Canberra Theatre Centre—a real chance to shine on a professional stage! This unit lets you discover your unique style as a dancer and choreographer while experiencing what it's like to be part of a live, impactful performance.

Year 10

Lights, Camera, Dance!

Imagine combining your passion for dance with the power of film. In this creative and exciting unit, you'll become a choreographer, filmmaker, and performer—all in one. Watch and analyse iconic dance films, then team up to plan, choreograph, and shoot your own original dance film masterpiece. You'll also dive into practical dance workshops to boost your skills and style. Whether you're performing, choreographing, directing, or editing, this unit is all about using movement and media to tell unforgettable stories on screen.

Showbiz: Take the Stage!

Get ready to go full-production mode in Showbiz: Take the Stage! In this unit, you'll form your own mini production crew to design, choreograph, and perform an original dance piece for the *Ausdance Youth Dance Festival*—live on stage at the Canberra Theatre! You'll explore everything behind-the-scenes too, from lighting and costume to sound and multimedia. After the festival, you'll get to experiment with and experience a broad range of exciting dance styles. This is your chance to perform big, think creatively, and shine under the spotlight.

Integrated Performing Arts – Year 9 (one semester unit)

Triple Threat

Love to sing, dance, and act? Step into the spotlight with Triple Threat, a high-energy musical theatre unit where you'll build all three performance skills through fun, hands-on workshops and creative challenges. You'll learn and perform iconic numbers from beloved musicals, explore how musical theatre has shaped pop culture over the decades, and even develop your own original pieces for the stage.

This unit culminates in a live showcase, giving students the chance to shine in front of an audience. Whether you're a seasoned performer or just starting out, this is your moment to shine!

Triple Threat is a standalone subject, but it also perfectly complements the study of Dance, Drama, or Music—giving you the ultimate opportunity to hone your skills across all areas of performance.

Drama/English – Year 10 (one semester unit)

What Lies Beneath: Uncover the Secrets of Storytelling

Think you've seen it all on the surface? Think again. In What Lies Beneath, we dig deep—into stories, into characters, and into what it really means to be human. You'll explore three powerful texts from different eras—ancient, classic, and modern—and uncover the hidden themes, raw emotions, and big questions that lie underneath.

But that's just the beginning. You'll take these stories and reimagine them, transforming your insights into your very own original performance—either on stage or on screen. Using your creativity, collaboration, and performance skills, you'll create something bold, immersive, and uniquely yours.

This is more than analysis—it's about bringing stories to life and showing the world what lies beneath the surface.

Live Production and Services

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

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

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

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

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

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

Work experience placements are highly recommended and encouraged. Students may be given the opportunity to participate in a structured work placement at the Canberra Theatre.

As an extension opportunity, there may be potential for students to gain their Certificate III in Live Production and Services, through partnership with the Canberra Theatre.



VISUAL ARTS

Visual Arts

Photography and Media (Year 9)

Digital Photography and Media offers two units in Year 9 — you may select either or both. Photography is one of the fastest-growing creative fields in the world, and the skills you build here open doors to careers in advertising, journalism, film, social media, design, and beyond.

One unit gets you hands-on with the fundamentals, camera operation, composition, and printing techniques, shooting everything from sweeping macro landscapes to intricate micro photography, and uncovering how powerful images drive print and television advertising. The other takes a completely different angle, diving into the history of photography and how the medium has shaped the way we understand reality — studying how professional photographers craft images that carry meaning and emotion, developing your own creative voice, and using animation, claymation, and editing software to construct moving stories that are entirely your own.

Both units work with industry-standard tools including Photoshop, building technical and creative skills that are genuinely transferable — whatever direction you take after school. If you love creating, experimenting, and seeing the world through a different lens, this is the subject for you.

Visual Art (Year 9)

Visual Art offers two units in Year 9 — you may select either or both. Together, they take you on an epic creative journey — from the very first marks made by humans on cave walls to the bold, rule-breaking movements that shaped the modern world. In this subject, you won't just study art history, you'll live it: smudging pastels like a prehistoric artist, carving lino prints, painting frescos, and designing stained glass triptychs inspired by Art Nouveau and Art Deco.

You'll crack the code of what makes a Mondrian a Mondrian, build Cubist sculptures in the style of Picasso, design your own font using Bauhaus principles, and take on a major acrylic painting that's entirely your own. Whether you're into hands-on making, big ideas, or understanding how art has shaped every culture across human history, these units give you the skills, the knowledge, and the creative freedom to develop your own voice as an artist. If you've ever wanted to make something that means something — this is the class for you.

Visual Art (Year 10)

Visual Art offers two units in Year 10 — you may select either or both. Together, they push you to ask the big questions: What even is art? And what can it do? In the first unit, you'll dive into the weird, wonderful, and deliberately unsettling worlds of Dada and Surrealism — keeping dream journals, creating surreal dreamscapes, and using automatism and collage to unlock your subconscious creativity. You'll explore the boundary-pushing work of artists like Patricia Piccinini, Ron Mueck, and Louise Bourgeois, as well as Canberra sculptors working right in your own backyard, to investigate how artists challenge what art is supposed to mean.

In the second unit, art becomes a weapon — in the best possible way. You'll study how artists like Banksy, Ai Weiwei, Barbara Kruger, and Lady Pink use street art, screen printing, stenciling, graffiti, and digital media to shake up society and spark conversation. Both units build your skills in art analysis, creative thinking, and hands-on making, while developing a deeper understanding of how visual art shapes — and is shaped by — culture, identity, and the Australian context. If you want to make art that says something, Year 10 Visual Art is where it happens.

Photography (Year 10)

Photography offers two units in Year 10 — you may select either or both. Building on the creative and technical foundations of photography, these units push you to think more deeply about what images can do and where they can take you.

One unit expands your understanding of photography as a powerful tool for meaning-making — exploring Surrealist photography, visual storytelling, and constructed realities. You'll study how photographers use composition, sequencing, and symbolism to communicate ideas, memory, and identity, before producing your own surrealist photographic series that reflects your unique creative vision.

The other unit brings photography into the real world, examining portraiture and street photography through the lens of career pathways and community connection. You'll visit exhibitions, collaborate on a group community portrait project, and build a folio of street photographs that captures life as you see it. If you're serious about photography — as an art form, a career, or both — Year 10 Photography is where your practice really takes shape.

Media Arts (Year 10)

Media Arts offers two units in Year 10 — you may select either or both. If you've ever watched a film, a music video, or a documentary and wondered how it was made — and how it made you feel the way it did — this is the subject that pulls back the curtain.

One unit dives into the art of documentary filmmaking, exploring how cameras, editing, and sound construct the stories we believe to be real. You'll create your own short documentaries, re-edits, and point-of-view micro-documentaries before shifting into animation and character design — developing your own original characters and bringing them to life through movement, timing, and visual metaphor to communicate ideas and emotions that live-action footage never could.

The other unit throws you into the full range of modern media production — podcasts, music videos, vox pops, and advertisements — examining how style, structure, and purpose shape the way audiences think and feel. You'll work in creative teams, pitch and produce your own media works, and develop the critical thinking skills to analyse why media is made the way it is. Across both units you'll develop practical production skills and learn to apply the symbolic and technical elements of media as you plan, create, and share work with real audiences.

Whether you want to tell stories, challenge perspectives, or simply make something people can't stop watching, Media Arts is where it all comes together.

Visual Art - Illustration (Year 10)

This elective invites you to step into one of the oldest and most enduring traditions in art, not as an observer, but as a practitioner. You'll take on a dual role as author and artist, investigating the techniques and philosophies of illustrators across cultures and times, then developing your own personal visual language through studio practice. A core part of finding your visual voice is experimenting across a range of materials. You won't be locked into one approach; the unit is designed so you can discover which media suit your ideas and style best.

The unit culminates in the creation of an original illustrated book, a lasting, real-world artefact of your creative journey that you will curate and present to an audience.



CORE ELECTIVES

Core subject electives

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

Religious Education

Philosophy

In this unit, students will examine the history of philosophy, its big ideas, and its impact on modern society. From the ancient Greek philosophy of Plato and Aristotle to the contemporary thought of Nietzsche and Camus; students will learn how to read, interpret, and argue philosophical theory and thought. They will confront big questions like:

- What is the nature of knowledge?
- Is the mind separate from the body?
- What does it mean to live?
- Do we have free will?

While studying these questions, students will analyse the impact of philosophy on politics, science, culture and religion throughout history. They will develop reading, interpreting, debating, critical and abstract thinking skills. Students will be encouraged to broaden their understanding of the world and the nature of their lives to better argue their own opinions and positions.

English

Finding Your Voice: Speaking for Leadership (Year 9)

Finding Your Voice is a dynamic, semester-long elective designed for students ready to find and strengthen their voice. This subject equips emerging leaders with the confidence, presence, and practical communication skills needed to speak clearly and purposefully in a range of real-world contexts. Whether in interviews, group discussions, live seminars, or through recorded media, students will explore how to craft compelling messages and deliver them with impact.

In today's world, strong communication is the foundation of leadership. This subject supports students to develop their speaking style, learn techniques to engage different audiences, and use media tools to refine their message. Each unit builds toward a final polished multimodal presentation, combining speech, visuals, and edited video. Students will walk away not only with a stronger voice, but with the tools to shape and share their ideas confidently, within the College and beyond.

Pens Unleashed! A Journey through Creative Writing

This unit will focus on your imagination and writing skills. You will design, write and develop a variety of styles including a selection of short stories, poetry, novels, plays or film scripts. Over the semester you will experiment with genres and create a portfolio of writing pieces to discover your strengths and hone your skills.

You will also study and analyse how stories have developed over time, as well as discussing famous examples of novels, playscripts, film and TV create great stories that captured the zeitgeist. Let the journey begin!

Health and Physical Education

Sport and Recreation

This course is offered in single semester units, where students can study a maximum of two units (two semesters of learning) across Years 9 and 10. Students must be prepared to pay for and participate in all excursions and camps to gain a place in this course. Students who do not gain a place in Year 9 will not necessarily be prioritised for first selection in Year 10.

Students learn through direct teaching in the classroom enhanced by personal experiences outside the classroom in local environments as well as through adventurous outdoor activity. Students gain skills for personal and group wellbeing and develop positive attitudes towards ongoing healthy and safe outdoor recreation participation.

The Sport and Recreation course includes the following units:

Safe surfing and coaching

Students will learn about water safety practicing these skills at the pool in preparation for a 3-day Surf Camp experience. The camp will involve surfing, stand up paddle boarding and canoeing. Students will also prepare and present sports lessons at the neighbouring primary school and to their peers.

Urban adventure and first aid

In this unit, students will go to various community venues to experience Canberra's recreational facilities. In theory lessons, students will learn, apply and be assessed on basic first aid skills in modified scenarios. Students will participate in a 3-day camp to experience a range of outdoor recreational activities.

Exploration and survival skills

In this unit, students will study emergency situations in remote environments. Students will develop their skills in navigation, planning, preparation and problem solving. They will learn to assess risk, identifying and applying appropriate management strategies and emergency response procedures. Students will participate in 3-day camp to apply learnt skills in an outdoor environment.

Outdoor challenge and conservation

In this unit, students will develop resilience and a greater understanding and appreciation of a range of natural environments. They will learn about conservation and sustainability and have opportunities to understand environmental management including on-Country learning and First Nations peoples' perspectives. During this unit students will attend a 3-day outdoor challenge camp to develop a better understanding of group dynamics and enhance leadership qualities whilst showing respect for self, others and the environment.

Camps

Each unit offered is complemented by a camp experience to apply learning to relevant natural environments. Students and parents need to be aware that it is compulsory for students undertaking the course to attend the relevant camp offering with their class group.

Swimming

There are swimming requirements that must be met for some camps. As a guide, it is recommended that students can swim 200 metres in 5 minutes. Weak swimmers can attend Surf Camp but may be restricted in where they can surf (i.e. water depth).

Estimated costs

The cost of camp will be between \$450-\$650 depending on providers available and the location of camp.

Humanities & Social Studies (HASS)

Year 9

Ancient History 1

Students will study life in early civilisations based on the analysis and interpretation of physical and written remains. They will investigate ancient cultures from around the world to examine the impact they had on shaping our society today. In the classroom, students will participate in discussions, analyse artefacts, and decipher ancient texts to piece together the stories of past civilisations. They will explore the political, social, economic, and religious structures that defined ancient societies, allowing for a comprehensive understanding of the complexities of their daily lives. They will learn about the Neolithic and Paleolithic ages, the creation of ancient societies, development of civilisation, a case study on Ancient Sumer and conclude with investigation into Ancient Greece and Ancient India.

Ancient History 2

Students will develop essential historical skills by critically analysing and interpreting a wide range of primary and secondary sources. They will learn how historians evaluate the origin, purpose, perspective, and context of documents to assess their reliability and build balanced interpretations. Alongside this, students will explore the role of archaeology in uncovering physical evidence—such as artifacts, structures, and environmental data—that provides a tangible connection to past human activity. While historians primarily focus on written records to construct narratives, archaeology offers material evidence that can confirm, challenge, or enrich these accounts. They will learn history skills, the work of historians, the field of archaeology, a case study on Ancient Australia and conclude with investigation into Ancient Rome and Ancient Egypt.

Indigenous Studies

This subject will immerse students into the histories of cultures of Indigenous Australia that are often left out of mainstream education, giving our students the opportunity to broaden their cultural and historical understanding of the oldest continuing culture on earth. Some topics of study will include pre-colonial cultures, lifestyles, belief structures, and relationships between tribal groups. Students will examine colonial settlement and the impact on Indigenous land owners and migrating tribal groups. They will also explore the Frontier Wars between European and Indigenous peoples as well as Indigenous rights in the 20th century.

Medieval Studies

This subject would provide students with a comprehensive understanding of life in medieval Europe, with a specific focus on the Holy Roman Empire during the year 1066. This was a time of significant political, social, and cultural change, and studying it can offer valuable insights into the foundations of modern European society. Students will explore how this time period is remembered by historians through the investigation of primary and secondary sources. Students will consider political structures, social hierarchies and daily life in the Holy Roman Empire. They will explore medieval economic systems and trade networks as well as cultural and artistic developments and compare these to other European regions at the time.

Year 10

Alternative History and Conspiracy Theories 1

Was JFK really assassinated by a lone gunman? Are UFOs a real phenomenon? What are crop circles and who made them? Did we really land on the moon?

The purpose of this unit is to examine and discern evidence for its reliability and bias, including those considered to be valid sources. We use case studies like these to analyse and challenge established theories as 'truth' and to critique claims that may excite the imagination but lack legitimate evidence. Please note: there is an Alternative History and Conspiracy Theories 2 unit should students wish to do this course over a year.

Alternative History and Conspiracy Theories 2

Did the Egyptians really build the pyramids? Are pyramids around the world linked to a more ancient society like Atlantis? Have the deaths of famous people been properly explained, or did they even die when History says they did, such as Marilyn Munroe, Kurt Cobain, Michael Jackson, Elvis or Adolf Hitler? Is demonic possession a real phenomenon? Were there really secret Satanic cults throughout the USA in the 80s and 90s?

The purpose of this unit is to further examine and discern evidence for its reliability and bias, including those considered to be valid sources. We use case studies like these to analyse and challenge established theories as 'truth' and to critique claims that may excite the imagination but lack legitimate evidence. Please note: students do not have to do Alternative History and Conspiracy Theories 1 to select this unit.

Geography

Geography is the study of places and the relationships between people and their environments. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. In this course, students will explore both the physical properties of Earth's surface and the human societies spread across it. Students will investigate topics such as climate change, natural and ecological hazards, and sustainable development.

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

Science

Year 9

Oceanography – Science at Sea

Dive into the fascinating world of our oceans! In this engaging elective, students will explore the physical, chemical, and geological features of the ocean. From powerful waves and mysterious currents to ocean exploration technologies, Intro to Oceanography offers students a look at how the sea shapes our planet. Ideal for curious minds who love science, nature and discovery, this subject will enable students to build a deeper understanding of Earth's blue heart.

Please note there is a compulsory field trip component of this course which will incur additional costs.

Everyday Chemistry - Science in the Home

Everyday Chemistry looks into the fascinating realm of basic chemistry as it manifests within our domestic environments. Through this module, students embark on an exploratory journey that uncovers the fundamental principles of chemistry and its applications in everyday life. By analysing household products, investigating the impact of chemical interactions on health and the environment, and engaging in hands-on experiments, students develop a comprehensive understanding of how chemistry shapes their homes and the world around them.

Year 10

Exploring the Mind, Society and Crime

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

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

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

Marine Biology - Life in the Ocean

Discover the incredible life beneath the waves! This exciting elective focuses on the study of marine organisms and their environments – from coral reefs and kelp forests to the deep sea. Students will investigate ocean food webs, adaptations, biodiversity, and the impact of human activity on marine ecosystems. Marine Biology is perfect for students who are passionate about animals, conservation, and the science of the sea.

Please note there is a compulsory field trip component of this course which will incur additional costs.

Mathematics

Cryptography: Ancient Ciphers to Modern Encryptions

Unlock the hidden language of secrets in this dynamic Cryptography course, beginning with ancient ciphers and evolving through to modern encryption methods. Students will journey through history as codebreakers and code-makers, building understanding step by step. In this course, students explore how data is represented, secured and transmitted across systems, and how security practices protect information in an increasingly digital world.

At the heart of this course lies mathematics – the true engine of encryption. Students will develop skills in problem solving, abstraction and analytical thinking. Rather than relying on programming, this course foregrounds conceptual understanding and mathematical reasoning – no coding is required – making it an ideal bridge between abstract mathematics and real-world application. Perfect for curious minds who enjoy puzzles, strategy, and uncovering hidden structures, this course offers a pathway into cybersecurity thinking. By the end, learners won't just understand cryptography – they'll think like cryptographers, equipped with the mathematical insight and critical reasoning skills to navigate and shape digital landscapes of the future.