



# FCJ College Year 10 Handbook 2020



faith  
tradition  
companionship  
achievement



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## FROM THE PRINCIPAL

St Irenaeus was a second century Father of the Church. A wise and holy man, he maintained that ‘the glory of God is a person fully formed.’ So do we.

Welcome to FCJ College, a Catholic College, located on Arundel Street in Benalla, where in 1900 the Society of Sisters, Faithful Companions of Jesus, established their first school in regional Victoria. Over 115 years later, we continue to welcome families from Benalla, Mansfield and Euroa districts. Our reach is broad. Our mission is clear. Over 350 students from Years 7 to 12 attend the College which is permeated by the richness and traditions of the Catholic faith and the Ignatian heritage of the Sisters and where intellectual pursuits flourish in a climate of excellence and inquiry.



As such FCJ College offers a comprehensive school experience to young people informed by the scriptures, modelled on Christ's love and intent on working in partnership with families. Our aim is to see our students leave us ready to play their part in the world as persons of competence, conscience and compassion formed in the Christian tradition.

We do this by placing our trust in Jesus, our confidence in positive relationships between students and staff, a reliance on a rigorous expectation of personal excellence and a belief that we can all exceed our potential through diligence and courage.

An education FCJ-style invites our young people to consider others and not just themselves as they strive to understand their responsibility to make the most of their gifts as part of a learning community.

Blessed with exceptional facilities, FCJ students can realise their potential in the broadest of settings, whether it is in the classroom, on stage, the sports field, in the many outdoor education programs or within our \$1m Trade Training Centre. Our status as a non-government school allows us as a community to shape our own destiny.

Our Foundress, Marie Madeleine d’Houet believed in the unique talents of each individual and we, through education, have the opportunity to inspire the values of our Foundress in developing ‘courage and confidence’ in each of our students. This challenges each student to be faith filled, gentle, determined, humble and always looking for companionship within this search.

Our success as a school will be measured by how influential the values we place before the students are part of their lives five, ten and twenty years after school. Our success as a school is visible in our students when they accept they have a responsibility to not simply be successful personally but act so that their giftedness and success enriches the lives of others within the communities in which they live.

The students of FCJ College enjoy coming to school and their connectedness to our community continues well into their adult life. To be part of the FCJ family is a gift that calls on each of us to use our talents to the full. We invite you to come along to one of our Open Days or school tours conducted throughout the year and experience FCJ first hand. For more information contact the college office on 03 5762 1222.

I look forward to meeting with you in the near future.

Joanne Rock  
**Principal**

## VISION STATEMENT

### **Who We Are**

FCJ College is an inclusive Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live ..... For God Always.

### ***At FCJ College, we believe that:***

1. Our welcoming community finds its inspiration in companionship with Jesus.
2. Each member of our community should be a witness to the Gospel values of compassion, courage, integrity and hope.
3. Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.
4. We should engage, encourage, nurture and include all students, in a safe, respectful and positive environment, so that they have an equal opportunity to become the best persons they can be.
5. All members of our community are equally valued for their unique contribution.

### ***Graduate Outcomes:***

At FCJ College, we commit to educating students to be:

1. People of faith, courage and integrity who live the values of compassion, honesty and justice.
2. Confident young adults whose inner strength and positive self-belief make them resilient in a challenging world.
3. People who have an appreciation and respect for everyone;
4. Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility;
5. Adults growing in faith and awareness of God's love as life-long learners and critical thinkers.

## **FCJ COLLEGE LEADERSHIP STRUCTURE**

### **Executive Team**

#### **Principal – Ms Joanne Rock**

The Principal is responsible for the leadership and management, good order and quality of performance of the College and the educational, pastoral and religious welfare of the College, its students and staff.

#### **Deputy Principal – Mr Joseph Mount**

The Deputy Principal is responsible for leading and enhancing Student achievement, including the development of a Professional Culture incorporating Professional Learning, Performance and Development. The Deputy Principal is also responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually.

#### **Director of Learning & Teaching – Mrs Kirsty Renkin**

The Director of Learning and Teaching, through the Learning Coaches Team, is responsible for leading student's academic, emotional and social progress through developing and implementing strategies and processes that focus on improving student outcomes and engagement. The Director of Learning and Teaching is responsible for the development and implementation of new initiatives that focus on delivering an innovative and engaging curriculum through the development of a Professional Culture incorporating Professional Learning, Performance and Development.

#### **Director of Catholic Identity – Mrs Jane Branigan**

The Director of Catholic Identity is responsible for overseeing the Catholic Identity (CI) of the College and the delivery of a meaningful, relevant and engaging RE curriculum. This includes activities that promote Catholic Identity, Youth Ministry and the FCJ charism within and beyond the classroom. The Director of Catholic Identity also takes on the role of Religious Education Learning Coach.

#### **Director of Wellbeing – Mrs Catherine Burton**

The Director of Wellbeing, through the Learning Leaders Team, is responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually. The Director of Wellbeing also takes on the role of Positive Education Learning Coach.

## Learning Leaders

The Learning Leaders ensure that the wellbeing philosophy and practice are consistent with the College's Vision and Mission statements and the school's strategic plan. To ensure that within the Year Level, each student's academic, emotional and social progress is monitored. They provide high quality support to the staff, students and parents within their Year Level in the ongoing development and implementation of the College's Wellbeing policy including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.

2019 Learning Leaders:

- Year 7 – Mrs Renae Hughes
- Year 8 – Ms Denise Cooke
- Year 9 – Ms Donna Willcock
- Year 10 – Mrs Julieann Richardson
- Year 11 – Mr Guy Durance
- Year 12 – Mr Jason Boyle

## Learning Coaches

The Learning Coach is responsible for the implementation of an innovative curriculum that integrates the values of the Gospel and allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities at Years 7 to 12 (including VCE and VCAL).

2019 Learning Coaches:

- Mathematics/Numeracy – Mrs Caroline Birnie
- English/Literacy – Ms Joanne Hewitt
- Humanities/Languages – Mrs Renae Hughes
- Science – Mrs Annabelle McBride
- Arts/Technology – Mrs Mandy Stephens
- Health and Physical Education – Mrs Julieann Richardson

## 2019 Coordinators

### **VCE Coordinator – Mr Brendan Walsh**

The VCE Coordinator work with staff, students and parents to ensure that procedures are put in place, are adhered to, and meet VCAA requirements for VCE and the College. They work with Learning Leaders to guide and support students and families in relation to the VCE Pathway.

### **Applied Learning Coach – Mrs Erin Crook**

The Applied Learning Coach is responsible for organisational matters within the Applied Learning Area including VCAL, VET and School Based Apprenticeships.

### **Performing Arts Coordinator – Mr Guy Durance**

The Performing Arts Coordinator ensures our Performing Arts program is of the highest standard and caters for the needs of the full range of students. The program includes a biannual production along with other performances, workshops and activities.

### **Sport Coordinator – Mr Luke Morgan**

The Sport Coordinator is responsible for developing and facilitating a sport program for all students consistent with the ethos of the College. This includes College sports days along with interschool, zone and state competitions.

## AREAS OF STUDY

*The ten areas of study are:*

Religious Education	Languages	Science
Positive Education	Mathematics	Humanities
Arts	Health & Physical Education	Technology
English		

### The Year 10 Program

The focus for Year 10 students is preparation for a senior school pathway that best suits each learner, be it VCE or VCAL.

All allocations are based on a two-week cycle

- English (9 periods a cycle)
- Mathematics (9 periods a cycle)
- Science (6 periods a cycle)
- Humanities (6 periods a cycle)
- Religious Education / Positive Education (6 periods a cycle)
- Health and Physical Education (6 periods a cycle)
- Electives – 2 per semester with 9 contact periods for each
- Elective options include:
  - Visual Communication
  - Drama
  - Certificate II in Music
  - Design Technology – Wood
  - Design Technology – Textiles
  - Japanese
  - Food Studies
  - Art
  - Media Arts
  - Outdoor Education Unit 2
  - Certificate II in Sport and Recreation

**NOTE** When a student fast tracks a VCE subject, it will take place of one of the electives each semester. For 2020 the fast tracking options will be: Biology, Psychology, VET Business Certificate II

Other VET subjects currently available at Year 10 level are Engineering and Allied Health. These VET certificates are run by outside providers. In 2020 they were and run on a Wednesday. We are also considering the options available for students to study Hairdressing Certificate II on a Wednesday.



## PATHWAY PLANNING

Students commence their future planning with a session with Glenn Irvine (Youth careers) in Term 2. This is where their Career Action plan begins.

### Work Experience

All year 10 students participate in a work experience program at the end of Term 3. This is a one week program where students choose to work with an employer for the allocated week. There is provision for students to work an extra week outside the allocated week. If a student wishes to take up this opportunity, they must discuss it with the Year 10 Learning Leader. Students are encouraged to look for work experience in their area of career interest in order to gain some insight into that working environment.

### How to research a Work Experience Placement?

Firstly, you need to think about where you would like to undertake work experience. You can do this by asking your parents, speaking to your learning leader and teachers, looking online at various industry sites, looking in the business directory and in the newspaper.

Don't be afraid to look outside the local region.

It is important to remember is that your Learning Leader and other teachers are here to help. Don't be afraid talk to people if you are unsure or having trouble with organising a Work Experience placement.

### The process of gaining a Work Experience Placement

To successfully secure a Work Experience placement and ensure that you have completed all requirements you must follow this process:

- Complete the online [safe@work](#) general module test.
  - Once complete, pass the certificate onto the year 10 Learning Leader.
- Talk to potential employers about the possibility of Work Experience placement. You may need to approach a number of employers.

**NOTE:** if you wish to undertake Work Experience placement at Northeast Health in Wangaratta or Benalla Health. Students wishing to undertake Work Experience with either of these organisation must see the Learning Leader who will make arrangements. Both organisations have requested that all students must work through the Learning Leader.

- When you have received a verbal agreement from an employer, discuss the placement with your Learning Leader who will then give you a [Work Experience Arrangement form](#) and employers Work Experience information form to complete.
- Have the three sections of the Work Experience Arrangement form completed:
  - Your details and signature;
  - Your parent's / guardians details and signature;
  - The employer's details and signature
- If required, complete the [travel and accommodation form](#). Your Learning Leader will provide you with the necessary form.

***When the required sections of these two forms have been completed they must be returned to your Learning Leader who will present the forms to the Principal for approval and signing. You will then be provided with two copies of the form; one for you to keep and one to be given to the employer for their records.***

### **Pathway Planning**

Students can combine their Career Action Plan session with their subject selections to discuss possible future career planning in their Pathway planning meeting with staff at the College. Students are invited to meet with staff from GO TAFE and Charles Sturt University on a Tuesday in the senior study space.

### **MIPs Interviews**

If parents and students wish to arrange an appointment to discuss options outside the planned time, the Learning Leader is always available.

### **Further assistance for students**

If students are still unclear and require further assistance, we suggest visiting [Skillsroad.com.au](https://www.skillsroad.com.au). It is a FREE website that can assist students and job seekers in finding the right career pathway.

From finding out what kinds of careers will suit their personality type, to researching occupations and industries, preparing their resume and applying for jobs!

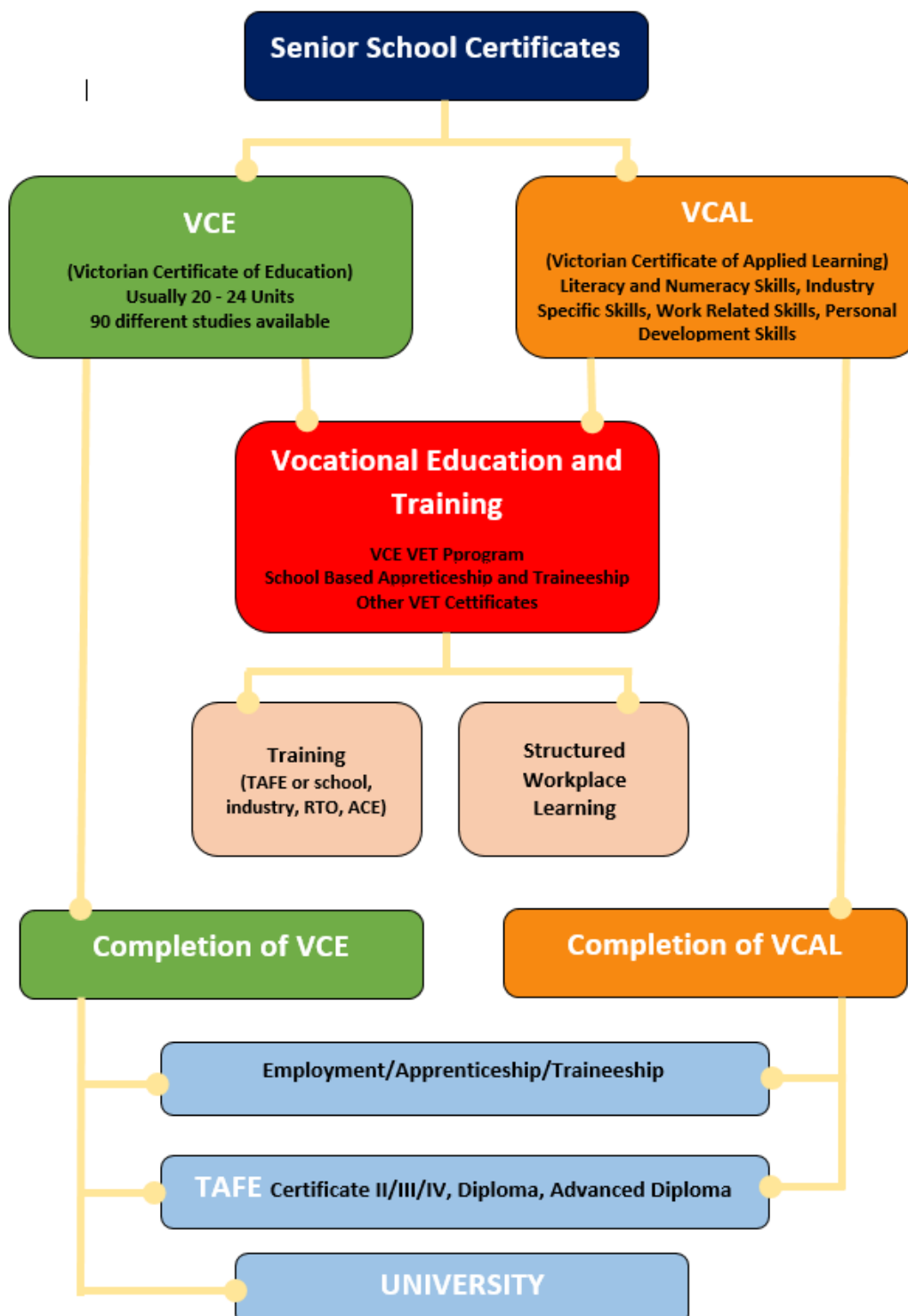
Skillsroad has a number of free resources that students and teachers can access:

- Career quiz: Learn about personality style, natural talents and challenges
- Explore careers: Which careers suit their personality style? There's over 350 different careers to explore
- Job Fit Test: Explore your competencies and knowledge. Gauge how "work ready" they are for their desired career

## PATHWAY TO SENIOR STUDY AT FCJ COLLEGE

Completion of the Year 10 program at FCJ will prepare students for a wide range of VCE studies. Some studies require careful planning e.g. Languages has specific recommendations. If you are considering particular VCE subjects in the future, it would be wise to experience those subjects at Year 10. Students may also commence a Vocational Educational and Training Certificate (VET), which may be undertaken with an Australian Apprenticeship or within school. A VET Certificate is completed over a one or two year period, in conjunction with the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). A further explanation of Applied Learning is to follow.

### PLANNING A PATHWAY



## STUDENTS CAN FURTHER RESEARCH THEIR PATHWAY THROUGH THESE ADDITIONAL RESOURCES

VCAA: Victorian Curriculum Assessment Authority ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



The VCAA is a statutory authority primarily accountable to the Minister for Education, serving both government and non-government schools. They provide in depth information on all curriculum and assessment programs for Victorian students including VCE, VET and VCAL programs.

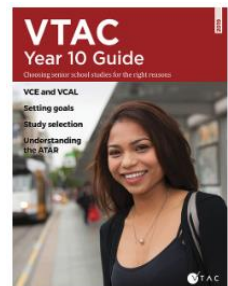
VTAC: Victorian Tertiary Admissions Centre ([www.vtac.edu.au](http://www.vtac.edu.au))



VTAC is responsible for handling applications in Victoria and some interstate institutions, for undergraduate degree and full-time TAFE courses at Certificate IV level and above.

VTAC provides the following for [download](#):

- publications for secondary students (including [VTAC Year 10 Guide](#))
- fact sheets
- VTAC Bulletin
- VTAC Gazette



**CourseSearch** lists over 1,700 courses offered by VTAC. It's a powerful search tool and contains essential information such as prerequisite studies and application requirements for each course.

**CourseSearch** is available on the VTAC website ([vtac.edu.au/coursesearch](http://vtac.edu.au/coursesearch)) or the VTAC App, which you can download for free from Google Play or the App Store. A VTAC fact sheet 'How to use CourseSearch' is available online at

[http://www.vtac.edu.au/files/pdf/publications/fact\\_sheets/How\\_to\\_use\\_CourseSearch\\_fact\\_sheet.pdf](http://www.vtac.edu.au/files/pdf/publications/fact_sheets/How_to_use_CourseSearch_fact_sheet.pdf)

My Future website ([www.myfuture.edu.au](http://www.myfuture.edu.au))



'My Guide' includes activities to build your career profile, explore career ideas, consider career options and develop your career plan. 'The Facts' includes occupation profiles, courses, job seeking tips and lots of other career resources.



## Studying a VCE Subject as a Year 10 Student

It is possible for a student to undertake one VCE subject in Year 10. This can be of benefit to students to challenge themselves and gain experience in studying a VCE subject. If a student then continues on to study that subject as a Unit 3/4 subject in year 11 there is the added bonus of having an extra subject to put towards their end of VCE ATAR. Although there are benefits, in order for a student to fast track a subject, they must ensure they have an adequate foundation in skills and work habits to ensure success in the subject, therefore we ask that students submit a formal application.

If a student wishes to fast track a VCE subject, they must complete a fast track application form and submit it by 23<sup>rd</sup> August 2019. The Director of Learning and Teaching will consider all applications, ensuring all criteria are met. Students wishing to undertake a VCE study are expected to enroll for Semester 1 and Semester 2.

### **Expectations of a current Year 9 for the remainder of 2019 to justify acceleration in 2020:**

- High level of achievement for all classes, with excellent work habits.
- No attitude or behaviour issues
- Homework minimum 1 hour per night across all subjects
- Diligent approach to assessment and examination preparation (1½ hours per night)

### **Expectations in Year 11 if completing a Unit 3/4 subject:**

- 4 hours a week study for your Unit 3/4 subject
- 1½ hours of study a night across all subjects
- Keeping up to date with all homework and tasks within all subjects
- Maximum of 10 hours work per week for a paid job outside school time
- Students will also study RE, Positive Education and English plus 4 Unit 1/2 subjects of the student's choice

### **Expectations in Year 12 after completing a Unit 3/4 subject in Year 11:**

- Complete a full complement of subjects
- This includes, RE, Positive Education, English plus 4 Unit 3/4 subjects of the student's choice

## SCHOOL BASED APPRENTICESHIPS (SBAT)

Historically, many young people had to make the hard decision about whether to pursue an apprenticeship or traineeship and leave school, or to stay on and complete their secondary study. With the introduction of school based apprenticeships students now have the opportunity to participate in paid part-time employment while completing their school studies.

**School based apprenticeships are suited to students from Year 10 onwards, over the age of 15 years.**

The SBAT qualification will contribute to satisfactory completion of the VCE in the same way that VCE VET programs contribute.

The major goals of the scheme are to:

- Promote a more seamless transition from school to the world of work and/or further study
- Increase the options available to students, by broadening the range of ways in which students may participate in VET during their secondary schooling.
- Provide students with the option of undertaking a broad range of subjects that meet their individual needs.
- Enhance both employment and education opportunities for young people, by developing partnerships between schools and employers.
- Respond to the needs of industry, by providing young people with greater and more relevant skills.
- Contribute to an appropriately skilled workforce for the modern economy

### FCJ Procedure of enrolling in a School Based Apprenticeship

At times, businesses contact the school to advertise a school based apprenticeship. If you are interested in gaining an apprenticeship, ensure you talk to the Applied Learning Coach about it so they can keep you informed of any potential apprenticeship's. **However, it is the student's responsibility to find a possible employer.**

Sometimes, employers encourage students to participate in one week of structured workplace learning prior to taking on an apprenticeship. The Applied Learning Coach this assist with this.

Once a suitable employer is found, students need to:

- Talk to their parents/guardians about the SBAT
- Speak with the Applied Learning Coach about your interest. They will provide further instructions, including forms that need to be completed ensuring they are signed by all parties (student, parent/guardian, Applied Learning Coach)
- Forms are then forwarded to the Director of Learning and Teaching for approval
- Once approved, the Applied Learning Coach will register the student with the Registered Training Organisation (RTO)

## **VOCATIONAL EDUCATION TRAINING (VET)**

Students in Year 10 who are over 15 years of age can commence a VET Certificate with a view to completing it in Year 11 as part of their VCE or VCAL. The Certificate can contribute towards a student's satisfactory completion of VCE or VCAL and also gives them a nationally recognised vocational qualification.

VET programs provide students with pathways to university, TAFE, further training and the workplace. A VET Certificate may be completed in class at FCJ College, as part of an Apprenticeship or part-time work, a combination of theory and practical components delivered off-campus or individually with an external Registered Training Organisation. On occasions there may be costs associated with the completion of a VET Certificate. Further information is available from the Applied Learning Coach.

At FCJ College in 2019 students from Year 10 (over 15 years of age) can select from the following Certificates:

### **Within the elective program**

- Certificate II in Business
- Certificate II in Music
- Certificate II in Sport and Recreation

### **On top of normal subjects, ran by an outside provider one day each week.**

- Certificate II Engineering
- Certificate III in Allied Health

**Students wishing to study a VET course in 2020 are required to complete a fast track application form which is to be submitted to the Director of Learning and Teaching by the 23<sup>rd</sup> August 2019.**

## **AREA OF STUDY: RELIGIOUS EDUCATION**

Year 10 students study the Eucharist as the source and summit of Catholic faith. They explore the origins of Eucharist within the Jewish Passover and examine the elements of Eucharist as part of everyday life.

Students study Religious Diversity and are encouraged to identify and respond positively to a variety of Religious Traditions represented in the Australian Society.

Students explore the different styles of prayer to deepen their appreciation of the place of prayer in Christian life. They also examine Stewardship and the 'right relationship' with God's generous gift of creation.

## **AREA OF STUDY: POSITIVE EDUCATION**

Positive Education is a proactive approach that offers a clear structure and a cohesive language to teach wellbeing skills. Everyone, can learn to better manage their emotions, no matter their age. They can develop healthier thinking styles and enrich their understanding of themselves. It follows that this will lead to people, in our case, students, having greater confidence and learning to thrive.

At FCJ College all of our students study Positive Education for one lesson per week. Years 9 and 10 cover areas that include: character strengths, grit, positive engagement and kindness. Included in the teaching of Positive Education are Mindfulness practices and reflection.

## **AREA OF STUDY: THE ARTS**

### **Drama**

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories. Students also learn about a variety of theatre styles and practitioners from both a theoretical and performance perspective.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.



## Media Arts

The Media Arts curriculum encompasses the fields of media, art and design. Students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. They develop their perceptual and conceptual understandings, critical reasoning and practical skills through exploring the world through the media arts. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries.

Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

Students make and respond using Media Arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students utilise techniques, technologies, practices and processes with images, sound and text and become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciating and valuing that of others.

Media Arts supports students to view the world through various lenses and contexts. They recognise the significance of Media Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply Media Arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Media Arts help students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

## Music

### VET Certificate II in Music Industry Skills

**Certificate II in Music** provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to specialise in an area of their interest from preparing for performances, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.

Some of the units completed during the first year include:

- Health and Safety in the Music Industry
- Music Industry Careers & Job Profiles
- Computer Operations/Data Retrieval
- Principles of Music Retailing
- Basic copyright for the Music Industry
- Intro to Acoustics & Basic Principles of Recording
- Multi-Track recording
- How to organise your own Music Event
- Intro to Acoustics & Audio Equipment
- Setting up and operating Vocal PA
- How to make a Demo Tape
- Understanding MIDI, Sequencing & Sampling
- How to organise your own Music Event
- Setting up and operating Small Lighting Systems
- Making Music Videos on the cheap

## Art

In Year 10, students build on their awareness of how and why artists and craftspeople realise their ideas through different visual arts practices. These arts practices include:

- Drawing and Printmaking
- Painting
- Sculpture and Ceramics

They refine their personal aesthetic through working and responding perceptively as an artist and craftsman. They identify and explain how artists and audiences interpret artworks through exploration of different viewpoints.

As they make and respond to visual artworks, students adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic directions. They select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.

Students also draw on artworks from a range of cultures, times and locations reflecting on both traditional and contemporary styles and practices.

## Visual Communication Design (VCD)

Throughout Year 10 Visual Communication Design conveys ideas and information to an audience through visual language. Students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs.

Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

VCD allows students to investigate the world through the practices of designers. Students explore the significance of visual communication design in different times, places and cultures. They build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

Students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

## Systems Engineering

Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. This subject allows students to utilize STEM concepts around systems, coding and production. Integral to Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome. This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. Key engineering goals include using a project management approach to maximise system efficiency and to optimise system performance through innovation processes.

## AREA OF STUDY: ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

It is broken into three major strands:

- Reading and Viewing
- Writing
- Speaking and Listening

## AREA OF STUDY: HEALTH AND PHYSICAL EDUCATION

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.

The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

## VET Certificate II Sport and Recreation

Within our Year 10 Program, students have the choice to study Certificate II in Sport and Recreation rather than Year 10 Health and Physical Education.

Certificate II in Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Students can choose from a range of electives including teaching the fundamental skills of athletics, basketball, gymnastics or squash, maintaining sport and recreation facilities and applying legal and ethical coaching practices.

## Outdoor Education

The focus of Outdoor Education is to provide individuals with the opportunity to explore the outdoor environments. It is aimed at those who enjoy a challenge and like bush walking and camping. The subject addresses the following areas: safety, leadership, orienteering and first aid. The theoretical components of the subject are reinforced with a variety of class practical activities and overnight hikes.

In Year 10 the Outdoor Education elective covers VCE Unit 2. This course is a pathway to Unit 3/4 Outdoor Education which will be available for Year 11's to study in 2020.

## AREA OF STUDY: LANGUAGES OTHER THAN ENGLISH (LOTE)

**Those who intend studying Japanese at a VCE level need to study Japanese in both semesters of Year 10.**

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world.

### Japanese

In this course, students consolidate and extend their ability to communicate in Japanese and build on their knowledge and understanding of aspects of Japanese culture. Students are engaged in learning activities that address a range of learning and thinking styles.

#### Topics

- Seasons
- Homestay
- Restaurant
- Family and friends
- My home, my town
- Giving directions
- Sports and leisure

Students who elect to continue their Japanese language study can look forward to opportunities to enhance and apply their language skills in authentic situations. These include interaction with visiting exchange students, participation in the North East Region Japanese Speech Competition and the **biennial immersion experience to Japan**, which involves a home stay with families of students from Sacred Heart School in Tokyo.

## AREA OF STUDY: MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

### Year 10 Mathematics

At Year 10, Mathematics is compulsory but offered at two levels. The level that a student undertakes is based on a recommendation from their Mathematics teacher. This will be based on semester exam results, unit test results and assessment tasks.

#### Year 10 General Mathematics

Mathematics skill developed in previous years are further extended and applied in a variety of contexts. This unit is designed to suit most students and is sufficient to prepare them for the General Mathematics course at VCE level. The topics covered at this level are:

- Measurement
- Algebra
- Financial Math's
- Probability
- Geometry
- Trigonometry
- Statistics
- Linear Graphs

#### Year 10 Mathematical Methods

This unit is designed for capable students in Mathematics with a strong interest in the area and a career pathway that includes the Math Methods strand as a prerequisite for Tertiary studies. Mathematic skills developed in previous years are further extended and applied in a variety of contexts. Topics are studied at greater depth than General Mathematics and prepare students for the full range of mathematics at VCE level, with an emphasis on preparation for Maths Methods and Specialist Maths. The topics covered at this level are:

- Measurement
- Expansion and Factorisation
- Linear equations
- Trigonometry
- Surds
- Indices
- Probability
- Non-linear equations

## AREA OF STUDY: SCIENCE

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The Science curriculum has two interrelated strands:

- Science Understanding
  - Science as a Human Endeavour
  - Biological
  - Physical
  - Chemical
  - Earth Sciences
- Science Inquiry Skills

Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

### Biology Unit 1 and 2 (Fast track option)

**Biology can be chosen as part of a Year 10's electives. It must be selected for both semesters.**

#### Rationale

Biology is the study of living things from familiar, complex multi-cellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

#### Unit 1: How do living things stay alive?

In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

#### Unit 2: How is continuity of life maintained?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

## Psychology Unit 1 and 2 (Fast track option)

**Psychology can be chosen as part of a Year 10's electives. It must be selected for both semesters.**

### Rationale

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. Students explore complex human behaviours and thought processes. They develop an understanding of mental health issues in society. Students are provided a sophisticated framework to understand complex interactions between biological, behavioural, cognitive and social factors influencing thought, emotions and behaviour.

### **Unit 1: How are behaviour and mental processes shaped?**

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

### **Unit 2: How do external factors influence behaviour and mental processes?**

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

## **AREA OF STUDY: HUMANITIES**

In the Victorian Curriculum Humanities include:

- Civics and Citizenship
- Economics and Business
- Geography
- History

Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

## VET Certificate II in Business (Fast Track Option)

**Business can be chosen as part of a Year 10's electives. It must be selected for both semesters.**

Vocational Education Training (VET) Certificates are vocational training programs which lead to nationally recognised qualifications and credit towards the VCE or VCAL. The Certificate II in Business aims to provide students with the basic skills needed to work in a business environment.

Students are provided with the opportunity to acquire and develop skills in communication, teamwork, organising work priorities and document production.

On completion students receive a Certificate II in Business or a Statement of Attainment for those units completed.

### Individual units to be completed in this course include:

- Participate in OHS processes
- Produce simple work processed documents
- Communicate Electronically
- Handle mail
- Deliver a service to customers
- Work effectively in a Business Environment
- Communicate in the Workplace
- Organise and complete daily work activities
- Use Business Technology
- Process and maintain workplace information
- Work Effectively with others
- Create and use Spreadsheets

### Employability skills achieved:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-Management

## AREA OF STUDY: TECHNOLOGY

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.

Students take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.



## **Design and Technology – Food Studies**

In Food Studies, students learn how to apply knowledge of the characteristics and scientific and sensory principles of food to food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.

## **Design and Technology – Textiles**

The study of Textiles follows the Technology process, which comprises:

- Investigation – of materials, decorative techniques, equipment and commercial products
- Design – Student’s design and plan for production
- Production – making the design
- Evaluation – students evaluate their learning, achievement and the function of their production

Design and Technology Textile’s students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product life cycle. The Recycling of denim concentrates on design modification and the changing of an existing product.

## **Design and Technology – Wood**

The study of Wood follows the Technology process, which comprises:

- Investigation – of materials, equipment and commercial products
- Design – Student’s design and plan for production
- Production – making the design
- Evaluation – students evaluate their learning, achievement and the function of their production

This subject continues on from the skills developed in Years 9. The students are encouraged to solve problems by applying their knowledge and skills to produce each article using the technology process. Using wood, students work safely and cooperatively. The subject aims to teach students how to work with various timbers and related materials to create useful articles. Students choose a product from a range of options.

## VET Certificate II in Engineering

Engineering is chosen on top of a student's normal subjects, it is run by an outside provider. A qualified VET Engineering teacher comes to FCJ for one day a week to run this course.

The Certificate II in Engineering is a nationally accredited course delivered over 2 years. This course is available for Year 10 students over the age of 15. The aims of the course is to:

- provide the skills, knowledge and attitudes required to perform entry level roles across the four main areas of engineering technology – Fabrication, Electrical/Electronics, Production and Mechanical
- enhance prospects for employment and enable informed choices related to future careers

Some of the units completed during the first year of this course include:

- Apply principles of OHS in the work environment
- Use hand tools
- Use power tools/hand held operations
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques
- Use computers for engineering related work activities
- Apply basic computational principles in engineering work activities

## APPENDIX A: PATHWAYS OPTIONS

<b>Mathematics</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Mathematics	Maths Methods General Maths Specialist Maths	Business Science Computer programming	Accountant, actuary, bank officer, book keeper, credit officer, economist, financial planner, statistician, stockbroker, taxation agent, teacher, surveyor, business owner, teacher, mathematician

<b>English</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
English	English	Arts	Author, book editor, broadcaster, copywriter, journalist, librarian, public relations officer, publisher, teacher, writer

<b>LOTE</b>			
<b>Year 10 subject</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Japanese	Japanese	Arts Education	Interpreter, foreign correspondent, tour guide, travel consultant

<b>Arts</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Drama	Drama	Dramatic Arts	Actor, scriptwriter, theatre director, producer, director, screen writer, stage manager, arts administrator
Music	Music Performance Music Industry	Music Education	Musician, conductor, musical director, musical therapist, piano technician, singer, sound technician, announcer, critic
VET Cert II in Music Industry Skills	VET Cert III Music	Music	
Art	Studio Arts	Visual Arts	Photographer Artist, teacher
Visual Communication	Visual Communication	Graphic Design	Graphic designer, graphic artist
Media	Media Studies	Arts – Media studies	Publisher, multimedia developer, writer

<b>Technology</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Food Studies	Food Studies	Cert II in Hospitality Chef	Chef, cook, maître de, waitress, sommelier, butcher, catering manager, dietician, nutritionist, food technologist
Textiles	Design Technology: Textiles	Design, Fashion	Clothing pattern maker, craftsperson, dressmaker, fashion designer, interior decorator, tailor, retail buyer
Woodwork	Certificate III Furniture Making	Builder Cabinet maker	Builder, cabinetmaker, carpenter, joiner, wood machinist, framer
Year 10 Engineering VET Cert III in Engineering	Cert III in Engineering	Trade Engineering	Boilermaker, fitter, engineer, metal fabricator, sheet metal worker, panel beater

<b>Humanities</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Year 10 Humanities	Geography	Geography	Outdoor Education leader, camp director, nature guide, ecotourism, outdoor travel manager, geologist
	Legal Studies	Law	Solicitor, political advocate, lawyer, lobbyist, clerk
	History	Arts: History	Diplomat, historian, foreign policy analyst, political advocate

	Economics	Economics	Business manager, small business owner, corporate manager, strategic planner, economist
VET Cert II in Business	Certificate III in Business	Cert III Business	Real estate salesperson, credit officer, cashier, bank officer, office administrator, personal assistant

<b>Health and Physical Education</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Health and Physical Education	Health and Human Development  Physical Education	Physical Education	Fitness instructor, personal trainer, PE teacher, Sports instructor, coach, team marketing manager, teach coach
Cert II in Sport and Recreation		Human movement Sport management	
Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education leader, camp director, nature guide, ecotourism, outdoor travel manager

<b>Science</b>			
<b>Year 10 subjects</b>	<b>VCE studies</b>	<b>Related courses</b>	<b>Career options</b>
Year 10 Science	Physics	Engineering Medicine Architecture Building Mechanics Electronics	Aerospace engineer, Architect, Audiologist, Biophysicist, Electrical/ Mechanical /civil engineer, Geologist, Hydrographer, Town planner, Pilot, Radiologist, Motor mechanic, Audiometrist, Automotive, Film and lighting technician, computer science, Astronomer, Supercomputing, Sheet metal worker, Telecommunications
	Chemistry	Chemistry Biochemistry Pharmacy Pharmacology Medicine Health	Chemical engineer, Environmental Scientist, Dietitian, winemaker, nurse, pharmacist, doctor, chemist, chemical engineer, agriculturalist chemist, agronomist, horticulturalist, forensic scientist, Clinical psychologist, counselor, statistician, Veterinarian, Geologist, Civil engineer, radiologist, Food technology, Industrial engineer, Podiatrist

	Biology	Science Genetics Biotechnology Microbiology Forensics Science Nursing Medicine Veterinary Science Horticulture	Occupational Therapist, Optometrist, Pathology Nutritionist, Dentistry, Marine Biologist Aquaculture Nursing, Laboratory / researcher, Zoologist, Horticulturalist Entomologist, Ecologist, Obstetrician, Microbiologist, Animal technician, Geneticist, Health Services, Winemaker, Cheese maker, Naturopath, Myotherapist, Museum technician, Sports medicine, Plastic surgeon, Tree surgeon, Beekeeper, Audiologist, Optometrist, Dietician, Landscape architect, Sports coach, Agricultural scientist
	Psychology	Science Psychology	Clinical Psychologist, Psychiatry, Speech pathology, Life scientist, Human resources, Health industry, Occupational Therapist, Welfare support, Counselor, Pediatric services, Therapist