



Year 10 Handbook 2022



FCJ COLLEGE VISION AND BELIEFS

**FCJ COLLEGE is a 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 is called to witness 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 nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and 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 an awareness of God's love as life-long learners and critical thinkers

PRO DEO SEMPER – FOR GOD ALWAYS

FCJ COLLEGE LEADERSHIP STRUCTURE

Executive Team



Principal – Shaun Mason

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 – 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 – Jordan Smith

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 – Donna Willcock

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 – 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.

Learning Leaders:

- Year 7 – Renae Hughes
- Year 8 – Catherine Burton
- Year 9 – Julieann Richardson
- Year 10 – Jason Boyle
- Year 11 – Erin Crook
- Year 12 – Guy Durance

Learning Diversity Leader

The Learning Diversity Leader Kirsty Renkin is responsible for the development and implementation of strategies and processes that focus on improving student outcomes and engagement. The Learning Diversity Leader also ensures a holistic approach of the highest quality teaching and learning and pastoral care is in place for all students across the school.

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).

Learning Coaches will have the following focuses:

- Mathematics/Numeracy – Caroline Birnie
- English/Literacy – Joanne Hewitt
- Humanities/Languages – Denise Cooke
- Science – Joseph Mount
- Arts – Kathryn Defazio
- Health and Physical Education – Julieann Richardson

Coordinators

VCE Coordinator – Brendan Walsh

The VCE Coordinator will work with other 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 will work with Learning Leaders to guide and support students and families in relation to the VCE Pathway.

Applied Learning Leader – Jamie Morrison

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

Sport Coordinator – Mark Chynoweth The Sport Coordinator will be responsible for developing and facilitating a sport program for all students which is consistent with the ethos of the College. This will include college sports days along with interschool, zone and state competitions.

PLANNING A PATHWAY

Students can research their pathway with these additional resources...

VCAA: Victorian Curriculum Assessment Authority

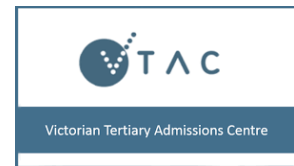
<https://www.vcaa.vic.edu.au/>



In depth information on all curriculum and assessment programs for Victorian students including VCE, VET and VCAL programs.

VTAC: Victorian Tertiary Admissions Centre <https://www.vtac.edu.au/>

The central office that administers the application and offer process for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria).



Use CourseSearch to find important information such as prerequisite studies and application requirements for each course.

- Search by institution
- Search by field of interest
- Search by course code

An in depth resource that allows institutions to outline the projected VCE study requirements needed for entry into their courses.

Job Outlook <https://joboutlook.gov.au/>

The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities.



My Future <https://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.



AREAS OF STUDY

The ten areas of study are as follows:

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

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)
 - RE/Positive Ed (6 periods a cycle)
 - Health and Physical Education (6 periods a cycle) *NOTE: Students may choose to study Certificate II in Sport and Recreation as an alternative to core Health and Physical Education.
 - Electives – 2 per semester with 9 contact periods for each.
 - Elective options include: Visual Communication, Drama, Music, Design Technology – Wood, Design Technology – Textiles, Japanese, Food Studies, Art, Media Arts, Outdoor Education, Agricultural Science.
- NOTE – When a student fast tracks a VCE subject, this will be in place of one of their electives each semester.

Other VET subjects that are available to complete at Year 10 are Engineering, Allied Health. These VET certificates are run by outside providers and run on a Wednesday.

Pathway Planning

Work Experience

All year 10 students attend one-week work experience at the end of Term 3. They can choose to go to one employer during our allocated week or they can do an extra week outside our blocked time. If a student wishes to do the extra week they must discuss this with the Learning Leader. We urge students to look for work experience in their career interest area/s in order to gain some insight into that working environment.

How to find a Work Experience Placement?

Begin by doing some research:

The first thing you will need to do is think about where you would like to undertake work experience, you can do this by asking your parents, speaking to your Pathways Coordinator and Teachers, looking on the internet at industry sites, looking in the business directory and in the newspaper. You may already have an idea where you might like to undertake your Work Experience Placement, which will make the first step easier. Don't be afraid to look outside the local region.

The exception to this requirement is for any student wishing 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 specified that all students must work through the Learning Leader.

The important thing to remember is that your Learning Leader and other teachers are here to help 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 safe@work general module test and provide the Learning Leader with the certificate. Instructions are in this booklet.
- Approach employers inquiring about possible Work Experience placement. You may need to approach a number of potential employers.
- When you have received an agreement from an employer discuss the placement with the Learning Leader.
- Collect a Work Experience Arrangement form and employers Work Experience information form from your Pathways Adviser.
- 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. The students are invited to meet with staff from GoTafe and Charles Sturt University on a Tuesday in the 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.

For Confused Students

With so many careers and options available, *Skillsroad.com.au* is a FREE website that can assist students and job seekers in finding the right career pathway to put them on the course to success:

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

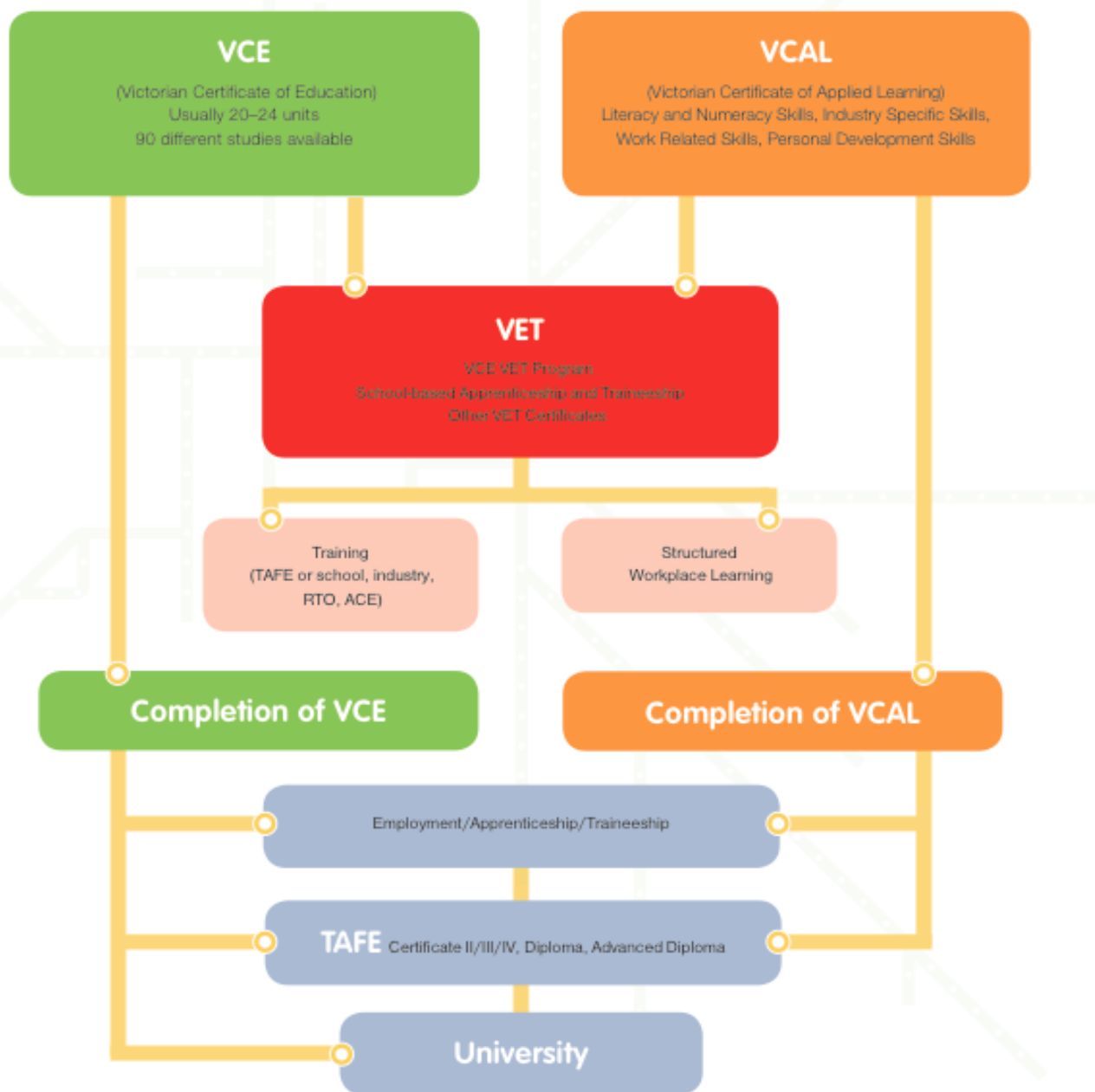
Skillsroad has a number of free resources that students and teachers can access:

- Career quiz: Learn about their personality style, natural talents and challenges
- Explore careers: Which careers will 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



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 that they have an adequate foundation in skills and work habits to ensure success in the subject. For this reason we ask that students put in a formal application to be able to fast track a subject.

If a student wishes to undertake a VCE subject, they need to complete the application form provided. 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 2021 to justify acceleration in 2022:

- 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 (1 1/2 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
- 1 1/2 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 four 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 + four Unit 3/4 subjects of the student's choice

SCHOOL BASED APPRENTICESHIPS (SBA)

In the past, 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 can now have the best of both worlds, participating in paid employment part-time while completing their school studies.

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

The SBA qualification a student receives 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, so if you are interested in gaining an apprenticeship speak with the VET Coordinator so that they are aware.

Generally, it is the student's responsibility to find a possible employer. At times, employers encourage students to participate in one week of structured workplace learning prior to taking on an apprenticeship, this can be organized with the Applied Learning Leader.

Once an employer is found the process is:

- Talk to parents/guardians about your interest in a SBA
- Speak with the Applied Learning Leader about your interest and gain further instructions from her regarding working with the registered training organisation to organise the appropriate forms.
- Forms are then signed by all parties (student, parent, Applied Learning Leader)
- Forms are handed to Director of Learning & Teaching for approval
- Applied Learning Leader to sign up with the 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 the VCE or VCAL and also gives them a nationally recognized 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 our Applied Learning Leader.

Year 10, 2022

Elective Options	
Semesterly Electives	Whole Year Elective (Both Semesters)
Studio Arts	Japanese Second Language
Visual Communication Design	VET Certificate II Music
Media Arts	VET Certificate II in Sport & Recreation
Food Studies	VET Certificate II in Business
VCE Outdoor Education (VCE Unit 2)	VCE Psychology Unit 1 & 2 (fast tracking)
Design Technology: Systems Engineering	VCE Biology Unit 1 & 2 (fast tracking)
Design Technology: Metals	
Design Technology: Wood	

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: 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. English at Year 10 is broken into three major strands, these are: Reading and Viewing, Writing, Speaking and Listening.

AREA OF STUDY: THE ARTS

Media Arts

Developing an appreciation and a critical awareness of the Media Arts is an important skill to have in our media saturated culture. Students that select this subject can expect to explore both practical and written components in this course. Students will use critical thinking and their creativity to learn about, and create a range of media products such as: photographs, a magazine cover & poster, podcasts, animation, film and sound.

Students will be made aware of and discuss the social, cultural, and ethical implications of the media in our society. Students will develop subject related terminology and broaden their understanding of materials and processes associated with creating media products.

Learning in the Media Arts helps students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

Students will explore:

1. Representation
2. Media Production
3. New Media

Visual Communication Design

During this practical course students explore the fundamental skills needed to become a designer; such as creative thinking, technical drawing and creating presentation-level mock-ups of designs. Visual Communication Design incorporates three areas of design: communication design, environmental design and industrial design. Students will work to design briefs which explore and develop ideas incorporating a range of materials, media and production systems used by graphic/product/landscape designers and architects. Students are also given the opportunity to develop a personal project, working through the design process to design and develop the product/s in whichever design area is of interest to them

Studio Art

Studio Art is a specialist course that will help students develop practical skills and theoretical knowledge in the 'Visual Arts' curriculum.

This semester long course is an excellent pathway towards VCE Studio Art. There is a focus on contemporary art with students visiting local art exhibitions and engaging in workshops with artists. Students have the opportunity to explore both two & three dimensional art forms such as painting, sculpture, photography and printmaking and learn how to develop original ideas and subject matter as they develop their own artistic style.

Using an A3 Visual Diary students will develop a folio that includes experimental media trials, sources of inspiration, exploration of personal subject matter and idea development. Students will undertake a theoretical study on the 'Modern Art' period and how it has shaped our contemporary art world. They will complete a research task on artists from both historic and contemporary times.

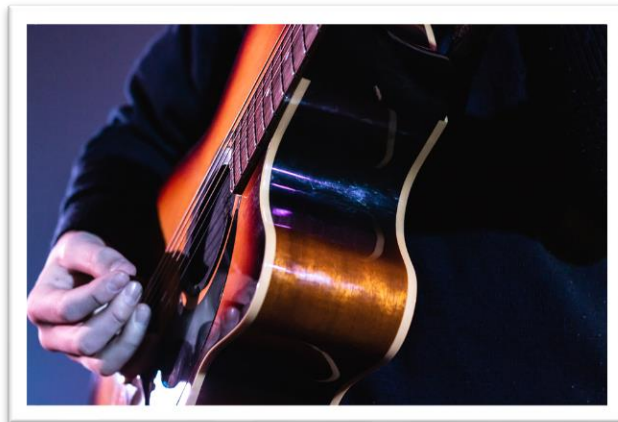
VET Certificate II in Music Industry

Certificate II in Music Industry provides students with the foundation knowledge and skills required for entry into the music industry. The program provides learnings to assist with performance techniques as well as behind the scenes aspects like recording and live sound production.

During the year long course students will complete several units including:

- Incorporate technology into music making
- Work effectively with others
- Develop skills to play or sing simple musical pieces and
- Develop and apply musical ideas and listening skills.

This course is for those students who already have some skill playing their instrument or singing for at least 12 months and would like to develop their skillset and confidence when performing.



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 - VCE Outdoor and Environmental Studies Unit 1

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature. In Year 10, this course is a pathway to VCE Outdoor and Environmental Studies Unit 3 and 4 which is offered in Year 11.

AREA OF STUDY: LANGUAGES

Those who intend studying Japanese at a VCE level will 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 have elected 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

Year 10 Mathematics

At Year 10, Mathematics is compulsory but offered at two levels. The level that a student undertakes will be based on a recommendation from their Mathematics teacher. Consideration will be given to the academic record of the student in the instance that enrolment is sought in the advanced Mathematics level. A minimum and consistent attainment of a B-grade average at Year 9 is usually required for entry to the higher level of Mathematics that provide the necessary foundations for Mathematical Methods at Units 1 and 2 level. At level 10A, the students are provided with additional content in order to extend and enrich their mathematical studies beyond the standard Year 10 program.

In Year 10, the students extend their use of Mathematical models to include a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. The students will learn the context of logical argument and proof in making mathematical propositions. They will apply mental, written and/or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

The Year 10 Mathematics curriculum covers the following Strands and sub-Strands within the Victorian Curriculum as referred to in the table below.

Number and Algebra	Measurement and Geometry	Statistics and Probability
<i>Real numbers</i> <ul style="list-style-type: none"> • Inverse proportion. 	<i>Measurement and Geometry</i> <ul style="list-style-type: none"> • Surface area and volume of prisms, cylinders and composite solids. 	<i>Chance</i> <ul style="list-style-type: none"> • Determining outcomes for two and three-step chance experiments, with and without replacement, using tree diagrams and arrays. • Assigning probabilities of event. • Concept of mutual exclusivity. • Determination of probabilities for future events. • Calculation of relative events using the language of 'if...then', 'given', 'of', 'knowing that'.
<i>Financial mathematics</i> <ul style="list-style-type: none"> • Simple Interest and Compound Interest. 	<i>Geometric reasoning</i> <ul style="list-style-type: none"> • Application of logical reasoning. • Congruence and similarity. • Geometric proofs. 	<i>Data representation and interpretation</i> <ul style="list-style-type: none"> • Box plots incorporating quartiles, interquartile range, and the influence of outliers. • Interpretation of box plots with comparison of data sets. • Histogram and dot plots

		<ul style="list-style-type: none"> • Scatter plots to describe the relationship and strength of the relationship between two variables. • Investigation of bivariate data. • Evaluation of statistical reports from a range of sources.
<i>Patterns and algebra</i>	<i>Pythagoras and Trigonometry</i>	
<ul style="list-style-type: none"> • Factorisation by HCF. • Index Laws involving products and quotients. • Algebraic fraction handling. • Expansion and factorization. • Transposition of formulae. • Implement algorithms in general purpose programming language. 	<ul style="list-style-type: none"> • Application with right-angled triangles involving direction and angles of elevation and depression. 	

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 and Earth Sciences), and 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.

Unit 1 & 2 Biology

To study this subject in 2022, you must complete the VCE/VET subject acceleration application.

Rationale: VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Unit 1: How do organisms regulate their functions? In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment

Unit 2: How does inheritance impact on diversity? In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Psychology

To study this subject in 2022, you must complete the VCE/VET subject acceleration application.

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 includes Civics and Citizenship, Economics and Business, Geography and 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

To study this subject in 2022, you must complete the VCE/VET subject acceleration application.

Business can be chosen as part of a Year 10’s electives, students must select Business 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

Employability skills achieved:

- Communication
- Teamwork
- Problem solving

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 also 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.

Agricultural Science

This subject provides students with the opportunity to experience a range of topics related to agriculture. The course covers the following broad areas: Beef production, Wool and Prime Lamb production and Poultry production. These are examined from both a simple practical management point of view and a broad industry view. In all areas animal welfare and sustainability are an essential focus.

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

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 lifecycle. The Recycling of denim concentrates on design modification and the changing of an existing product

They develop knowledge and practice particular skills in which they investigate, design, produce and evaluate clothing and other textile products. . The day wear section allows students to design and develop a product such as a garment and matching accessory that meets the needs and expectations of a client or end-user. Students examine a range of factors that influence the design and development of products within industrial/commercial settings.

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, therefore a qualified VET Engineering teacher comes into 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

VET Certificate II in Digital Media and Technology

Digital Media can be chosen as part of a Year 10's electives, students must select Digital Media for both semesters.

VCE/VET Information, Media & Technology offers students the opportunity to gain both theoretical knowledge and practical skills, while allowing them the opportunity to demonstrate competency in a range of areas to prepare them for work within the information communications and technology industry. This is a two year course which when completed will allow students to achieve a Certificate III in Information, Digital Media and Technology.

Some of the Units covered within the first year are:

- Operate application software packages.
- Work and communicate effectively in an ICT environment.
- Run standard diagnostic tests.
- Produce digital images for the Web.
- Use social media tools for collaboration.
- Implement and monitor environmentally sustainable work practices.
- Care for computer hardware.

APPENDIX A: PATHWAYS OPTIONS

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

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

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

Arts			
Year 10 subjects	VCE studies	Related courses	Career options
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

Technology			
Year 10 subjects	VCE studies	Related courses	Career options
Food Studies	Food Studies	Cert II in Hospitality Chef	Chef, cook, maitre de, waitress, sommelier, butcher, catering manager, dietician, nutritionist, food technologist
Agriculture	Agriculture	Agricultural Science Certificate IV Agriculture	Farmer, jackeroo, forester, horticulturalist, pest and weed controller, stock and station agent, veterinary nurse, gardener, agricultural economist, animal attendant, landscape gardener, botanist
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, sheetmetal worker, panel beater

Humanities			
Year 10 subjects	VCE studies	Related courses	Career options
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 VET Cert II in Digital Media and Technology	Certificate III in Business VET Cert II in Digital Media and Technology	Cert III Business	Real estate salesperson, credit officer, cashier, bank officer, office administrator, personal assistant

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

Science			
Year 10 subjects	VCE studies	Related courses	Career options
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