



Year 10 Handbook 2024

Belief Statement & Graduate Outcomes

Commitment to Child Safety

All students enrolled, and any child visiting FCJ College have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children can feel safe and are free to enjoy life to the full without any concern for their safety.

Identity Statement

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.

Commitment to Democratic Principles

FCJ College supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance



Belief Statements

At FCJ College, we believe that:

Our welcoming community finds its inspiration in companionship with Jesus.

Each member of our community is called to witness the Gospel values of compassion, courage, integrity and hope.

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.

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.

All members of our community are equally valued for their unique contribution.

Graduate Outcomes

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

People of faith, courage and integrity who live the values of compassion, honesty and justice.

Confident young adults whose inner strength and positive self-belief make them resilient in a challenging world.

People who have an appreciation and respect for everyone.

Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility.

Adults growing in faith and an awareness of God's love as life-long learners and critical thinkers.

The culture of a faith-based community of an FCJ college seeks to be characterised specifically by these four Characteristics:



FCJ College 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.

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.

Director of Learning & Teaching – Jordan Smith

The Director of Learning and Teaching, through the Learning Coaches Team, is responsible for leading students' academic, emotional and social progress through developing and implementing strategies and processes that focus on improving student outcomes and engagement.

Director of Wellbeing – Renae Hughes

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.

Director of Learning Diversity - Kirsty Renkin

The Learning Diversity Leader is responsible to the Principal, through the Director of Learning and Teaching, Director of Wellbeing and Deputy Principal for the development and implementation of strategies and processes that focus on improving student outcomes and engagement.

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.

- Year 7 – Sally Moore
- Year 8 – Catherine Burton
- Year 9 – Daniel Green
- Year 10 – Gemma Hunter
- Year 11 – Erin Crook
- Year 12 – Guy Durance



Learning Coaches

The Learning Coaches are 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. Learning Coaches will have the following focuses:



- Mathematics/Numeracy - Lianna Ramage
- English/Literacy - Mandy Stephens
- Humanities/Languages - Denise Cooke
- Science - Elizabeth Isaacson
- Arts - Catherine Begley
- Health and Physical Education - Julieann Richardson
- Languages - Monique Francis

Coordinators

VCE Coordinator - Brendan Walsh

The VCE Coordinator works 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.

Applied Learning Leader - Jamie Morrison

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

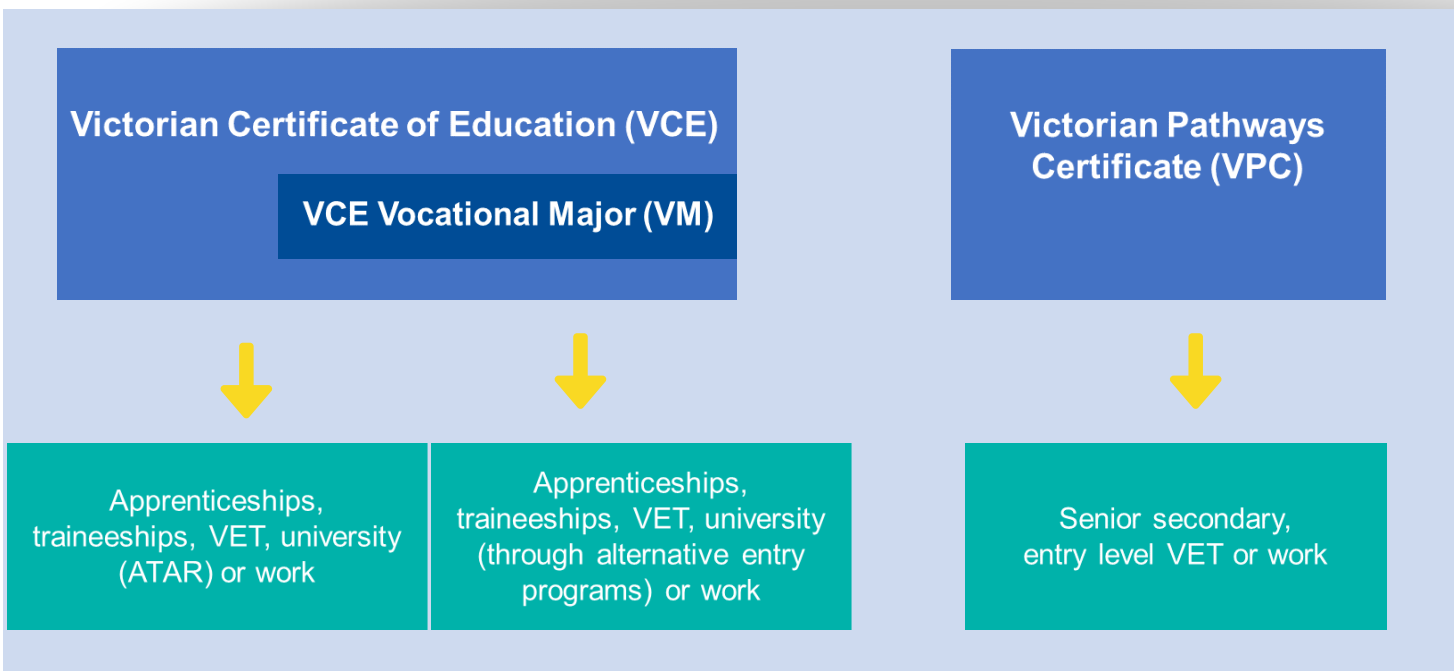
Pathway to Senior Study at FCJ College

Completion of the Year 10 program at FCJ will prepare students for a wide range of VCE studies.

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification. It opens pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce.

The VCE has expanded to include the Vocational Major, meaning you can study a new 2-year vocational and applied learning program within the VCE.

The VCE Vocational Major will develop your personal and practical life skills. It will help to prepare you for the next important stage of your life.



VCE Student



Classroom focus where you:

- build deep knowledge of a subject area
- apply theoretical skills and knowledge through experiments, practical activities.

Add a vocational focus through a VET subject.

VCE Vocational Major Student



Applied learning focus where you:

- concentrate on your future through real world learning contexts
- learn in a classroom, the workplace, and community

You'll develop project management skills and an understanding of others.



Overview of the Victorian Certificate of Education

Victorian Certificate of Education (VCE)

The minimum requirement for being awarded the VCE is the satisfactory completion of 16 units, which must include:

- Three units from the English group, including a complete Unit 3/4 sequence; and
- At least three sequences of Unit 3 and 4 studies other than English.

FCJ College recommends that all students plan to have at least five Unit 3 and 4 sequences upon completion of their VCE. This provides a 'safety net' for students in the event of unforeseen circumstance. This fifth subject also adds to a student's ATAR.

Satisfactory achievement of a VCE unit

For a satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. Students should familiarise themselves with the Study Design for each VCE subject they elect to study. It describes the key knowledge and skills students should possess by the time they have completed a unit. Please go to www.vcaa.vic.edu.au to find all study designs.

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on a combination of set work and assessment tools. The overall S/N for each area of study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement.

If a student's work does not demonstrate achievement of the outcomes, is not completed by the set deadline, cannot be authenticated or if a student has breached VCAA rules or not met the attendance requirements, they will receive an N (not satisfactory) for the unit and it will not be credited towards their VCE.



VCE Vocational Major

The VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) replaced VCAL in 2023. The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.



Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate. It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in Year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than two years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

Your VPC will include:

- VPC Literacy (or VCE English options like VCE VM Literacy)
- VPC Numeracy (or VCE Mathematics options like VCE VM Numeracy)
- VPC Work Related Skills
- VPC Personal Development Skills
- Spending some time in a workplace as part of your learning. This is known as Structured Workplace Learning.

You can also add more VCE or VCE VM options, or choose to include vocational education and training (VET) in the VPC. Learn more about VET in the Victorian Pathways Certificate.

Where the VPC can take you:

If you've missed a lot of school or have additional learning needs, the VPC will help you progress to the VCE Vocational Major, entry level TAFE, VET or to get a job.

FCJ College Career Advisors

If you have any questions about careers or planning your pathway, please see our Careers Advisors Anne-Maree Joyce or Jamie Morrison for more information.

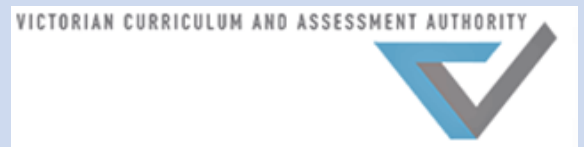


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Jamie Morrison - jamie.morrison@fcjbenalla.catholic.edu.au

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 and VET programs.



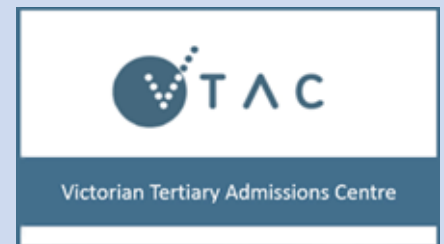
VTAC: Victorian Tertiary Admissions Centre <https://www.vtac.edu.au/>

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.



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 Vocational Major.

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, 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.

AREAS of Study

The 10 areas of study are as follows:

- Religion Education
- Positive Education
- English
- Arts
- Physical Education
- Languages
- Mathematics
- Science
- Humanities
- Technology

Year 10 Electives in 2024

Semesterly Electives

- Visual Arts
- Visual Communication Design
- Media Arts
- Food Studies
- VCE Outdoor Education(VCE Unit 2)
- Design Technology: Systems Engineering
- Design Technology: Metals
- Design Technology: Wood
- Music

Whole Year Electives (both semesters)

- Japanese Second Language
- VET Certificate II in Sport & Recreation
- VCE Psychology Unit 1 & 2 (fast tracking)
- VET Certificate III in Business (fast tracking)
- VCE Biology Unit 1 & 2 (fast tracking)

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

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:
 - a. Your details and signature;
 - b. Your parent's / guardians details and signature;
 - c. 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

Morrisby Assessments

Students will complete a web-based questionnaire that provides information and support for careers analysis and subject selections. From a series of tests and questions, a Morrisby Profile is created based on each of the students: strengths, abilities, preferences, motivations and personality type.

School Based Apprenticeships & Traineeships (SBAT)

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. The SBAT program enables students to have the best of both worlds. They can participate in paid employment (part-time), while completing their 12 years of schooling.

Available to students as part of their VCE, VCE VM, VPC or school-based apprenticeships assist students in making a successful transition from school to further training, education or work. They provide multiple pathways to employment, on-the-job training, TAFE and university. Local industries also benefit from school-based apprenticeships, because they help to fill local skill shortages.

The SBAT qualification that a student receives will contribute to satisfactory completion of the VCE in the same way that VCE VET programs contribute. Students completing the VCE Vocational Major also gain credits towards their course.

FCJ College Procedure of enrolling in an SBAT (School Based Apprenticeship or Traineeship) and undertaking a Structured Workplace Learning placement.

****Please note: If completing VCE Vocational Major, we highly encourage students to complete a SBAT as part of their course. At FCJ College, we do not encourage students to complete a SBAT during Year 12 if they are completing the VCE scored pathway.***

At times, businesses contact the school to advertise a school-based apprenticeship or Structured Workplace Learning opportunity, so if you are interested in gaining an apprenticeship or undertaking Structured Workplace Learning, speak with a Career Advisor as they also use outside providers to assist locating a suitable workplace as required.

Process to obtain a School Based Apprenticeship or Traineeship

Locate a workplace

Discuss with Careers Advisor and outside providers as required

Complete Structured Workplace Learning (SWL) Form.
(This must be signed by the Parent, Student, Employer & Principal)

Once the SWL Form is completed the student may commence work placement - usually one day per week

Formalise School Based Apprenticeship or Traineeship with employment provider, this is arranged by the school

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 VCE Vocational Major. The Certificate can contribute towards a student's satisfactory completion of the VCE 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.

At FCJ College in 2024 students from Year 10 (over 15 years of age) can select from the following Certificates:

Within the elective program

- Certificate III in Business
- Certificate II in Sport and Recreation (an alternative to Year 10 Health and PE)
- Certificate II in Engineering
- Certificate III in Allied Health



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 print products, 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

Visual Art

Visual 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 with gallery staff and relevant workshops.

Students have the opportunity to explore and develop materials and techniques in two & three dimensional art forms such as painting, sculpture, digital art and printmaking. They learn how to develop and explore ideas and subject matter as they develop their own artistic style and resolve and present final artworks.

Using an A3 visual journal 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.



AREA OF STUDY: Health & 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 2

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

Japanese Second Language

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

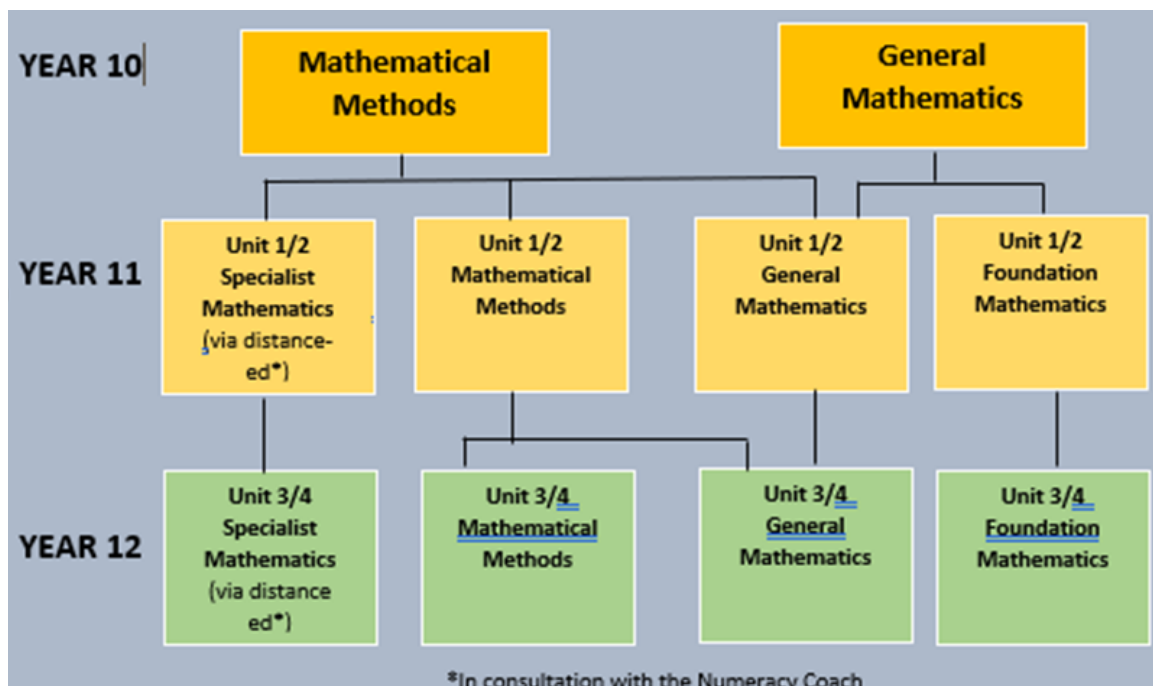
Students who have elected to continue their Japanese language study can look forward to opportunities to enhance and apply their language skills in authentic situations. These include interaction with visiting exchange students, participation in the North East Region Japanese Speech Competition and the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



AREA OF STUDY: Mathematics

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 or 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.



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.

Biology- Unit 1 & 2

To study this subject in 2024, you must complete the VCE 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 2024, you must complete the VCE subject acceleration application.

Rationale

Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, recognising that individuals are not fixed from birth but instead can grow and change psychologically across their lives. They consider how normal cognitive variations within society can be illustrated through consideration of neurodiversity. Students may extend their understanding of atypical behaviour to explore the diagnosis and treatment of selected mental disorders. They investigate the structure and functioning of the human brain and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They investigate acquired brain injuries (ABIs) and chronic traumatic encephalopathy (CTE) as an area of contemporary research into progressive and fatal brain disease.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students are given an opportunity to explore the psychological impact of and strategies to reduce stereotypes, prejudice, discrimination and stigma on individuals and groups. They also consider mechanisms to understand group processes and biases that may assist in decision-making and the critical evaluation of people they encounter in life. Students then investigate how two aspects of perception of stimuli- vision and taste- enables a person to interact with the world around them and how their perception of stimuli can be distorted.

STRUCTURAL
Provide information on what the brain looks like

How it works?
The individual must first ingest a dye called contrast medium. The individual then enters a gantry which is a donut-shaped device with an x-ray source and x-ray detectors. The x-rays pass through the body and are captured by the detectors. The computer then reconstructs a 3D image of the brain.

COMPUTERISED TOMOGRAPHY (CT)
A neuroimaging technique involving taking continuous two-dimensional x-ray images of the brain which are then stacked to create a comprehensive three-dimensional image of the brain.
Benefits: enables the detection of haemorrhages, skull fractures, and the use of brain matter that can reflect disorders.
Limitation: They can be a somewhat intrusive process for the patient.

MAGNETIC RESONANCE IMAGING (MRI)
A neuroimaging technique that uses magnetic and radio fields to make detailed two-dimensional and three-dimensional images of the brain.
Benefits: are less harmful to patients than CT scans because MRI devices use a magnetic field rather than x-rays.
Limitation: due to relying on magnetic fields, MRI cannot be used on a person with internal cardiac pacemakers or other similar devices.

Positron emission tomography (PET)
Definition: a neuroimaging technique that uses a scanning device to take coloured images of the brain showing its functional activity by tracing the levels of a radioactive substance in the brain.
Advantage: It shows different levels of activity using different colours.
Disadvantage: The person has to be injected with a radioactive glucose substance before entering the chamber.
How it works: Injected with a radioactive glucose substance, reaches the brain via bloodstream. Areas of the brain light up because when the substance enters, the glucose is consumed. The radioactive substance releases emissions that help trace biochemical changes that accompany brain activity. Shows a range of colours and a label key. Each colour represents a different level of activity, red being the most.

Functional magnetic resonance imaging (fMRI)
Definition: a neuroimaging technique that uses magnetic and radio fields to take two and three-dimensional images of the brain and record its activity levels.
Advantage: It tracks oxygen instead of a radioactive substance.
Disadvantage: It only shows the area with the highest level of activity.
How it works: Measures brain activity levels by tracking biochemical changes using oxygen. The blood is the most oxygenated it will be. Uses the same method as an MRI but can trace brain function and activity.

FUNCTIONAL

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 III in Business

To study this subject in 2024 you must complete the VCE/VET subject acceleration application.

The VCE VET Certificate III in Business course provides students with the knowledge and skills to work effectively in a business or office environment. The Certificate III in Business can be completed as a scored assessment in the second year of the program, contributing to the students' ATAR score.

Students who complete the two-year program will receive a full Certificate III Business, providing a pathway to further education, employment or starting your own business.

Certificate III in Business – first year

- Assist with maintaining workplace safety
- Use inclusive work practices
- Design and produce spreadsheets
- Create electronic presentations
- Use digital technologies to communicate in a work environment
- Support personal wellbeing in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices

Certificate III in Business – second year as a scored assessment

- Organise workplace information
- Engage in workplace communication
- Design and produce business documents
- Organise personal work priorities
- Deliver and monitor a service to customers



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.

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 - Wood

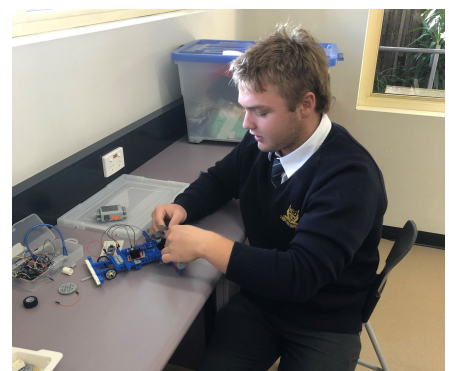
The study of Wood follows the Technology process, which comprises:

- 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 the

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.

Systems Engineering

Systems Engineering involves the design, production, operation and use of integrated electronic and mechanical systems. Students will use tools and equipment to build systems and use components to solve problems. They will use Coding and Robotics to integrate electronic and mechanical principles. Students will use STEM methods to test design ideas and theories using a range of math formulas. The class will combine Lego building principles with Arduino coding and 3D printing to create robots in order to solve problems. This subject will lead to Systems Engineering at VCE level. Student pathways include the fields of manufacturing, automation, mechatronics, robotics, engineering, CAD and CAM.



Design and Technology -Metals

Year 10 Design Technology Metal aims to further enhance the students hand tool skills and also introduce and teach them the safe and correct technique in the use of power tools such as Welders, Grinders and also plant equipment such as the Bandsaw. The students are encouraged to have input regarding design of specific models as well as learn about and apply industry documents such as Safe Work Method Statements.



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Embracing hope for a better world FCJ College Benalla promotes the safety, wellbeing and inclusion of all children and young people