

# Subject Selection Guide

## Years 8, 2026



Updated July 2025



**Southern Cross  
Catholic College**  
Co-educational Prep - Year 12  
REDCLIFFE

## Message from the Assistant Principal - Curriculum

At Southern Cross Catholic College, we aim to provide students with a multitude of experiences to develop the whole person. Our educational context affords us the opportunity to engage our young men and women with experiences both inside and outside the classroom walls. An education at Southern Cross is diverse by nature, seeking to enhance the learning and development of each individual throughout their journey with the College.

The Subject Selection Guide is designed to assist you in understanding the progression through Years 7 and 8. The Junior Phase of Learning provides an opportunity for students to explore and develop skills in many diverse and wide-ranging fields of study. Southern Cross Catholic College endeavours to offer a wide range of subjects, in order to cater for the individual needs of students enrolled at the College.

Through undertaking a diverse curriculum program in Years 7 and 8 students experience a broad and balanced education across all learning areas.

The Years 8 Curriculum consists of compulsory courses in Religious Education, English, Mathematics, Japanese, Science, Humanities and Social Science as well as Health and Physical Education. Students must choose eight electives from the ten that are on offer. Two of the allocated electives will be studied in each term.

Whilst the College will attempt to allocate students to their top eight choices, this cannot be guaranteed.

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# Vision for Learning

We seek the light ... and then we shine

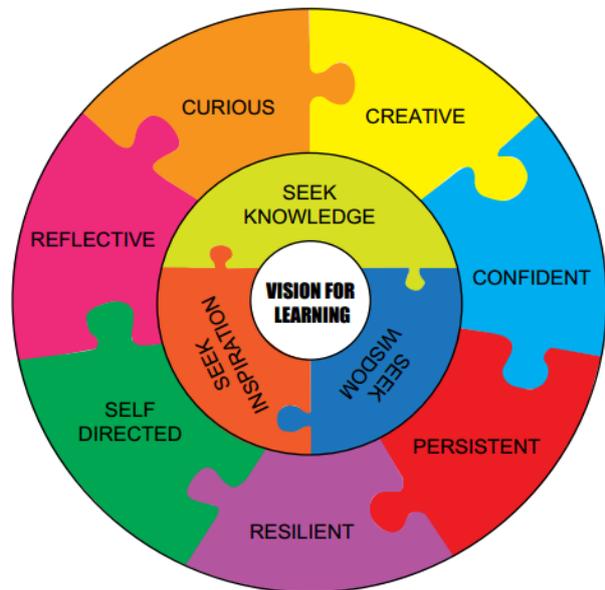
*Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible*

In the presence of God, the Southern Cross Catholic College learning community

- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

Following in the footsteps of our founders, we aspire to motivate our learners to

- Be curious
- Be creative
- Be confident
- Be persistent
- Be resilient
- Be self-directed
- Be reflective





# SCCC SECONDARY BEHAVIOUR MATRIX

	In our learning spaces, we:	In our social areas, we:	In our community, we:
<b>STAY SAFE</b>	<ul style="list-style-type: none"> <li>Treat one another as we would like to be treated.</li> <li>Are self-disciplined.</li> <li>Ensure our behaviour is safe.</li> </ul>	<ul style="list-style-type: none"> <li>Speak up when we see something that is wrong.</li> <li>Are responsible for each other's safety.</li> <li>Are sun smart.</li> </ul>	<ul style="list-style-type: none"> <li>Help peers and community members in need.</li> <li>Are responsible for our own safety.</li> <li>Actively listen to and follow responsible adult's instructions.</li> </ul>
<b>TAKE RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>Take personal responsibility for our learning by doing our best.</li> <li>Follow the SCCC technology policy.</li> </ul>	<ul style="list-style-type: none"> <li>Are responsible digital citizens.</li> <li>Positively interact with others in appropriate areas.</li> </ul>	<ul style="list-style-type: none"> <li>Promote positive online interactions.</li> <li>Wear our uniform with pride.</li> </ul>
<b>ACTIVELY LEARN</b>	<ul style="list-style-type: none"> <li>Stay focused on our learning by being ready to learn.</li> <li>Achieve more positively working together with staff and peers.</li> <li>Actively listen.</li> </ul>	<ul style="list-style-type: none"> <li>Are accepting and inclusive of everyone.</li> <li>Are positive role models for each other.</li> </ul>	<ul style="list-style-type: none"> <li>Take on and embrace all challenges.</li> <li>Do the right thing even when nobody is watching.</li> </ul>
<b>RESPECT SELF AND OTHERS</b>	<ul style="list-style-type: none"> <li>Help others succeed and participate fully.</li> <li>Leave every learning area clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>Respect our environment as our common home.</li> <li>Promote positive language and interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge others in the community and treat them with respect.</li> <li>Present a positive image of ourselves and the College.</li> <li>Embrace our Lasallian core principles.</li> </ul>

## Pedagogical Framework

At Southern Cross Catholic College, the pedagogical framework translates our Vision for Learning and our values into everyday practice. It provides a consistent, evidence-based set of guidelines and strategies to support teachers in delivering high quality learning and teaching. The pedagogical framework underpins practices, procedures and policies that maximise learning for all students.

The pedagogical framework fosters a strong academic culture by:

- Setting high expectations of teachers and students
- Embracing a 'growth mindset'
- Focusing on innovative, high-quality, and evidence-based pedagogical practices
- Reflecting on our practice within an improvement culture
- Holding the belief that all students can learn
- Celebrating success

The Southern Cross Pedagogical Framework is underpinned and informed by sound educational research relevant to our context:

- Visible Learning (Hattie)
- The New Taxonomy of Educational Objectives (Marzano & Kendall)
- Dimensions of Learning (Marzano)
- The Art and Science of Teaching (Marzano)
- BCE Model of Pedagogy



Our pedagogical framework provides a clear and consistent way to collaboratively build the capacity of teachers to improve the learning experiences and outcomes of our students.

# Consistency creates Excellence

*“consistency creates excellence!”*



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*and remember we are always in the Holy presence of God.*

## Contacts at SCCC Secondary

The Assistant Principal – Curriculum is responsible for the subject selection process. If you wish to access information or advice, please contact administration on (07)3480 3600.

For specific advice about subject areas, please contact the Curriculum Leaders directly. It is also recommended that students and parents attend the Careers Expo on Wednesday 30<sup>th</sup> July 2025.

Head of Scarborough Secondary	<a href="#"><u>Janelle Doohan</u></a>
Deputy Head of Campus	<a href="#"><u>Aime Culpeper</u></a>
Assistant Principal – Curriculum	<a href="#"><u>Greg Cuthbert</u></a>
Assistant Principal – Religious Education	<a href="#"><u>Reuben Pather</u></a>
Assistant Principal – Pastoral	<a href="#"><u>Matt Rowlands</u></a>
Pastoral Team Leader – Delany	<a href="#"><u>Trisha Keenan</u></a>
Pastoral Team Leader – Frawley	<a href="#"><u>Shaun Godley</u></a>
Pastoral Team Leader – La Salle	<a href="#"><u>Ellen Faulkner</u></a>
Pastoral Team Leader – MacKillop	<a href="#"><u>Christina Tenni</u></a>
Program Leader – Student Engagement and Wellbeing	<a href="#"><u>Jess Keough</u></a>
Senior Years Program Leader – Student Transition, Agency and Pathways – Years 10 to 12	<a href="#"><u>Niecia Freeman</u></a>
Middle Years Program Leader – Student Transition, Agency, Engagement & Pedagogy – Years 5 to 9 Learning Enrichment	<a href="#"><u>Yvonne Malan</u></a> <a href="#"><u>Juanita Remphrey</u></a>

## Subject Contacts

Religious Education	<a href="#"><u>Reuben Pather</u></a>
English/Languages	<a href="#"><u>Victoria Snell</u></a>
Mathematics	<a href="#"><u>Anthony Young</u></a>
Science	<a href="#"><u>Dipo Kolade</u></a>
Health & Physical Education	<a href="#"><u>Deana Leo</u></a>
Humanities and Social Sciences	<a href="#"><u>Kevin O'Dwyer</u></a>
The Arts	<a href="#"><u>Vanessa Hall</u></a>
Digital & Design Technologies	<a href="#"><u>Chris Gaffney</u></a>
Food and Textiles	<a href="#"><u>Cathy Cooper</u></a>

## Learning Options

Learning Area	Years 7 – 8 (2 different elective units studied each term)	Year 9 (3 different elective units are studied each Semester)	Year 10 (3 different elective units studied each Semester)
<b>Religious Education</b>	Religious Education	Religious Education	Religious Education
<b>English</b>	English	English English – Extension	English English Extension
<b>Mathematics</b>	Mathematics	Mathematics Mathematics Extension	Mathematics Core Mathematics Advanced Short Course in Numeracy (Semester 2)
<b>Science</b>	Science STEM (Year 7)	Science	Science
<b>Health &amp; Physical Education</b>	Health & Physical Education Life Skills (Year 8 HPEP)	Health & Physical Education	Health & Physical Education A Health & Physical Education B
<b>Humanities &amp; Social Sciences</b>	Humanities & Social Sciences Economics & Business	Economics & Business Geography History	Economics & Business Geography History
<b>Languages</b>	Japanese	Japanese	Japanese
<b>The Arts</b>	Drama Media Music Visual Art	Drama Media Music Visual Art	Drama A and/or B Media A and/or B Music Visual Art A and/or B
<b>Technologies</b>	Digital Technologies DT Engineering DT Food & Fibre (Yr8) DT Food Studies (Yr7) DT Materials	Digital Technologies DT Engineering DT Food & Fibre DT Food Specialisation DT Materials	Digital Technologies DT Engineering A (Construction) DT Engineering B (Metal) DT Food & Fibre DT Food Specialisation DT Materials
<b>VET</b>			Certificate II Workplace Skills and any other approved VET certificates – fee for service

Extension and Advanced subjects require approval from Curriculum Leaders and the Assistant Principal Curriculum.

Subjects listed may not be offered due to student demand or College capacity to deliver.

# Subject Selection Process

## Core Classes

Religious Education  
English  
Mathematics  
Science  
Health and Physical Education  
Humanities and Social Sciences  
Languages – Japanese

## Subject Experiences

- ❖ Drama
- ❖ Economics & Business
- ❖ Digital Technologies
- ❖ Design Technologies – Engineering
- ❖ Design Technologies – Food and Fibre
- ❖ Design Technologies – Materials
- ❖ Life Skills (HPEP)
- ❖ Media
- ❖ Music
- ❖ Visual Art

# Design Technologies – Engineering

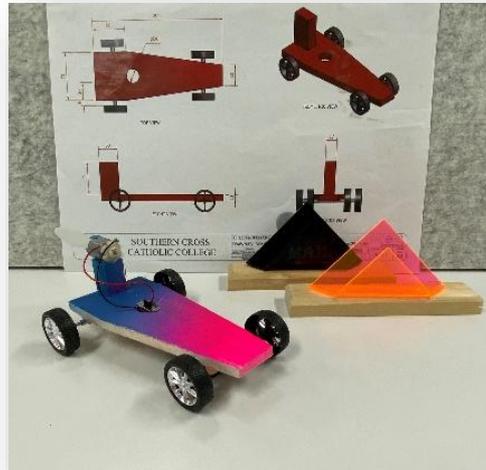
## Course Overview

Junior **Engineering** provides all students with skills in selecting and using materials, procedures, tools, and machinery to gain an understanding of industrial practice. Students will develop manual dexterity and coordination through hands-on activities. Through their application of technologies, students will explore how motion, force and energy are used to manipulate and control systems when engineering simple solutions to everyday problems.

This subject will open students minds to a range of Engineering possibilities. Students will be engaged and motivated, as they develop transferable skills to family, home, and their community. Students will learn how to select and use appropriate materials, processes, and tools, which will enable students to complete desired projects.

Suggested Tasks:

- Wind Powered Car
- Letter Holder
- Lolly Dispenser
- Acrylic Bowl



# Design Technologies – Food & Fibre

## Course Overview

In Design and Technologies – Food Studies, students will learn about the design process and how it is used to create a preferred future for society. With a focus on using food as the base material, they generate, develop, and evaluate ideas and design, produce (make) and evaluate products, services and environments.

Students learn about the process of design and gain valuable skills in producing food and fibre products.

Students explore healthy eating options and design an open grill sandwich to cook and eat, using the skills and knowledge gained throughout the term of learning.

Students also explore fibre production, including the purpose and types of textiles. They learn how to operate a sewing machine and produce a reusable bag with the aim of reducing single use bags that contribute to plastic pollution in the environment.

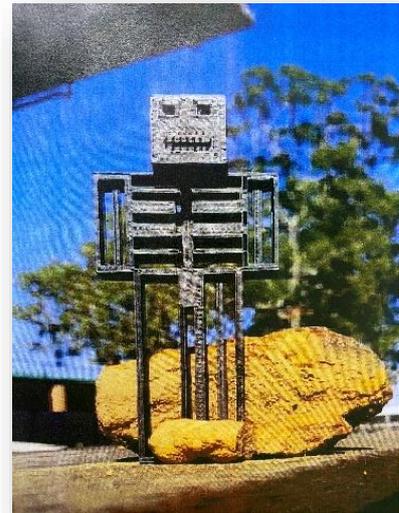


# Design Technologies – Materials

## Course Overview

Students studying **Design** will solve real-world problems using the design thinking process and then communicate their ideas and solutions to stakeholders/clients. Design thinking allows students to examine and define client's needs, before generating, testing and prototyping ideas.

Through two and three-dimensional representations, students will use a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products. Emerging technologies (laser cutting, 3D printing and computer aided drawing) are explored to assist the representation phase. Spatial cognition, mathematical concepts, fine motor skills and knowledge of industry standards are built upon when representing ideas.



# Digital Technologies

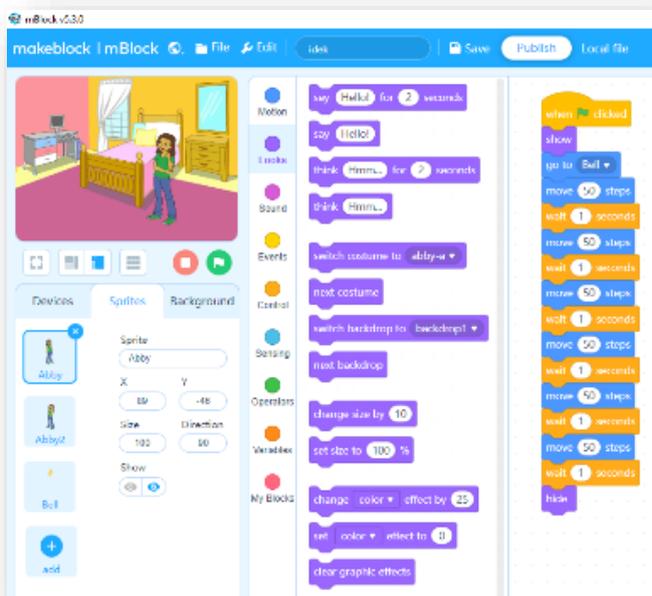
## Course Overview

Through the study of Digital Technologies, students will have opportunities to create a range of digital solutions, such as interactive game applications and programmable assets or simulations of relationships between objects in the real world. They will develop understandings and skills in computational thinking such as problem solving and prototyping. Students analyse the properties of networked systems and their suitability and use for the transmission of data types.

Students will have opportunity to engage with the technologies on hand and discover how these technologies can be used to solve problems. This subject offers activities which are innovative including robotic design and game coding.

Areas of learning:

- Computer Systems, Wi-Fi and Networks Basics.
- Game Design
- Robotics



# Drama

## Course Overview

Students in Year 7 and Year 8 explore the Elements of Drama through a range of practical in-class activities and performances. The Arts in Year 7 and Year 8 builds upon skills that students have developed in the Prep to Year 6 Australian Curriculum – The Arts and extends their understanding of how dramatic action is created, developed, and shared.

Students analyse how elements of drama are manipulated in dramatic action they create and experience. They investigate ways drama across cultures, times, and places communicates ideas, perspectives and meaning through an exploration of storytelling and ritual drama. They engage in drama games and exercises to develop their performance skills. Students use their skills to convey dramatic action and communicate ideas when sharing their drama with an audience. Students work in small groups to create improvised drama and rehearse scripted scenes that they present to their peers and younger students from across the primary campuses.



# Economics & Business

## Course Overview

Students examine the characteristics of entrepreneurs and successful businesses, and how entrepreneurial capabilities contribute to a businesses' success. Students will use this knowledge to conduct a project. They will design their own business and sell their product on a Market Day, with all proceeds going towards the College's charity of choice. They will apply business and economic knowledge and skills in this 'real-life' context and will then present their findings using economics and business language to their classmates.



# Life Skills (HPEP)

## Course Overview

Through interactive lessons, dynamic activities, and physical exercises, students will embark on a transformative holistic journey towards self-discovery, growth, and lifelong success.

**Effective Communication** – discover the art of expressing thoughts and feelings with clarity and empathy; learn about active listening and nonverbal cues; and constructive dialogue to foster meaningful connections and lasting relationships.

**Conflict Resolutions** – equip yourself with strategies to navigate conflicts and disagreements gracefully; techniques to mediate, collaborate, and find common ground; and turn challenges into opportunities for growth and understanding.

**Goal Setting** – develop the skills to set clear and achievable goals; discover your potential by mastering the art of planning, prioritisation, and perseverance.

**Mindfulness** – immerse yourself in the practice of mindfulness to cultivate awareness and presence. Learn techniques to manage stress, enhance focus, and build resilience, empowering you to navigate life's ups and downs with grace.

**Character Strengths** – explore the unique qualities that make you shine. Uncover your character strengths and leverage them to make positive contributions to your community, fostering a sense of purpose and fulfillment.

**Gratefulness** – cultivate a sense of gratitude and appreciation for life's blessings. Embrace the transformative power of acknowledging the good in your life, fostering a positive outlook and nurturing meaningful relationships.

**Physical Activity** – energise your body and mind through enjoyable physical exercises; experience the benefits of an active lifestyle, including improved fitness, stress relief, and enhanced overall well-being.



**Personality Styles** – delve into the fascinating world of personality styles; understand different personality traits and how they influence interactions, relationships, and personal growth.

**Learning Styles** - discover how you learn best by exploring different learning styles and strategies; discover your unique approach to learning, enhancing your academic journey and lifelong curiosity.

**Empathy** – develop a deep a deep sense of empathy and compassion for others; learn to understand and share in the feelings of those around you; and foster meaningful connections to make a positive impact on your community.

# Media

## Course Overview

Students in Year 7 and Year 8 Media Arts explore a range of Media technologies that develop the skills they have gained through a study of Media Arts in Prep to Year 6. Through individual and group projects students engage with technology to investigate the ways in which Media Arts can impact our daily lives.

In Year 7 Media we explore advertising purpose, strategies and colour psychology used by Media Artists who are persuading us to buy products or take certain actions. We put this knowledge into practice to create our own advertisements using different digital software. In Year 8 Media we examine a broad range of film genres to understand the conventions and techniques used by Media Artists to create meaning and market films. We create two film posters in a genre of your choice, using media and genre conventions.



# Music

## Course Overview

Students extend their understanding of the elements of music that they were introduced to in the Prep to Year 6 curriculum. Students participate in a range of classroom activities and performances to develop an understanding of rhythm, pitch, and melody.



Students explore traditional Australian music and contemporary Australian musicians to analyse how the elements of music are used in music from across cultures, times, places and other contexts. They investigate how music can communicate ideas, perspectives and meaning in pieces that they listen to and play. Students use a range of instruments in the classroom, including keyboard, guitar and ukulele, to develop their skills in performing and responding to music. They evaluate the elements of music when performing their own and others' music for peers and younger students across our primary campuses.

# Visual Arts

## Course Overview

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts have the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

In Year 7 and Year 8 students explore a range of visual art mediums including sculpture and photography. They design their own art pieces and create them out of materials such as clay, painting and glazing their designs to bring their ideas to life. In our Visual Art classroom spaces and photography space students can explore their own imagination and share their creations with the community.





**Southern Cross Catholic College** *A Prep-Year 12 learning community, which aspires to growth in knowledge, love and service in the presence of God.*

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