

Subject Selection Guide

Year 10, 2026



This Subject Selection Guide is designed to assist the Southern Cross Catholic College community in planning a course of study for Year 10. This vital year level should be considered the beginning of the Senior Phase of Learning, a transition year: preparing students for the content assessment types and style of subjects studied in Years 11 and 12.

Students in the Year 10 cohort are strongly encouraged to choose a range of subjects; subjects which will give them a broad and balanced education across a range of learning areas. It is important to remember that poor performances in subjects at Year 10 level may have implications for options allowed to be chosen for Years 11 and 12.

Over the course of the year, Year 10 students will study eleven subjects. The core component of study in Year 10 includes: Religion, English, Mathematics and Science, all of which are year-long studies. The elective component of study will see students engage in six elective offerings, which will be studied for one semester. The only requirement is that if students choose Japanese as an elective, it must be chosen in both semesters.

Southern Cross Catholic College will make every effort and commitment to run a range of subjects in order to cater for the individual needs of the students enrolled at the College. Please be aware that for subjects to be offered by the College, there must be sufficient numbers of students wishing to study an offering. Students should be aware of their 'end goal' and whether a University, Vocational, TAFE or Workforce pathway suits their learning style and interests. It is best to have a clear direction before students undertake their chosen senior pathway.

Students and parents are encouraged to read this handbook thoroughly and engage in discussion with a variety of people before making a decision. Please note that contact details are provided for Curriculum Leaders, who will be happy to discuss the subjects with you. Students and parents should also make an effort to attend the Careers and Subject Information evening. At this evening, presentations will be held about each of the different subjects on offer.

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Vision for Learning

We seek the light ... and then we shine

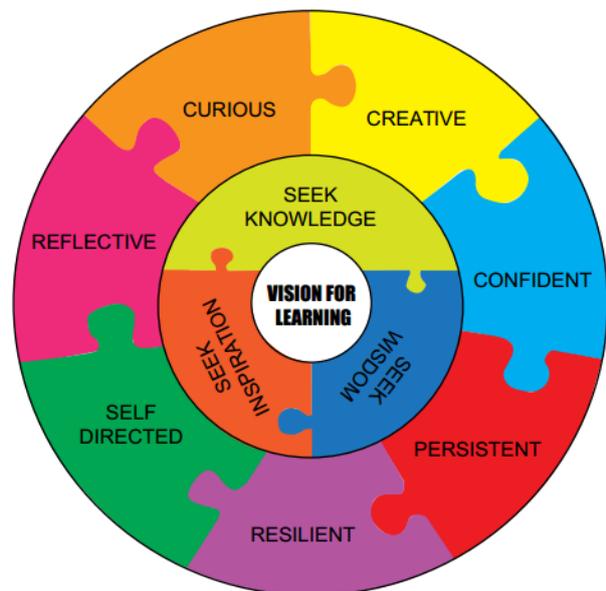
Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible

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

Contacts at SCCC

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 30th July 2025.

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

Subject Contacts

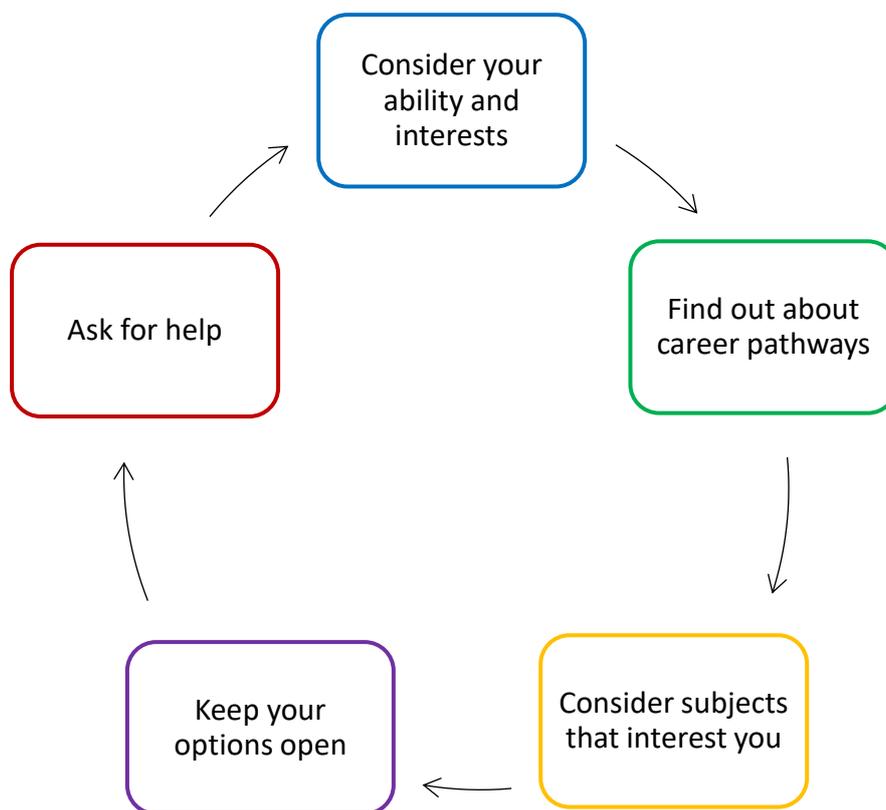
Religious Education	<u>Reuben Pather</u>
English/Languages	<u>Victoria Snell</u>
Mathematics	<u>Anthony Young</u>
Science	<u>Dipo Kolade</u>
Health & Physical Education	<u>Deana Leo</u>
Humanities and Social Sciences	<u>Kevin O'Dwyer</u>
The Arts	<u>Vanessa Hall</u>
Digital & Design Technologies	<u>Chris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

Choosing your Subjects

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.

The selection process requires students to make a number of key decisions that will be important for their future. In making choices, you should consider subjects which:

- you enjoy
- you are good at
- reflect your interest, abilities, skill level and academic application
- provide a reasonable degree of challenge
- meet the needs or demands of your intended pathway
- keep your options open, and
- develop your skills, knowledge and attitudes which will be useful throughout your life.



Subject Selection Process

A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints). Subject selection will have to be reconsidered for the few students whose preferences are not completely satisfied by the aforementioned line structure.

Choosing Electives

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

- ❖ your friends are, or are not, studying the subject. (they may not be allocated to the same class)
- ❖ you supposedly like or dislike a teacher (teachers for all subjects are not decided until the start of next year)
- ❖ you think it is only for boys or only for girls (all subjects have equal value for males and females)



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)
Religious Education	Religious Education	Religious Education	Religious Education
English	English	English English – Extension	English English Extension
Mathematics	Mathematics	Mathematics Mathematics Extension	Mathematics Core Mathematics Advanced Short Course in Numeracy (Semester 2)
Science	Science STEM (Year 7)	Science	Science
Health & Physical Education	Health & Physical Education Life Skills (Year 8)	Health & Physical Education	Health & Physical Education A Health & Physical Education B
Humanities & Social Sciences	Humanities & Social Sciences Economics & Business	Economics & Business Geography History	Economics & Business Geography History
Languages	Japanese	Japanese	Japanese
The Arts	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
Technologies	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
VET			Certificate II Workplace Skills and any other approved VET certificates – fee for service

Please note: Extension and Advanced subjects require approval from both the Curriculum Leaders and the Assistant Principal – Curriculum.

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

Course Options - Year 10

Compulsory Courses

All Year:

- Religious Education
- English
- Mathematics
- Science

Elective Courses

Students are required to select 6 electives and 2 reserve options for Year 10. If choosing Japanese, it will need to be selected twice as it is considered a full year subject. Extension and Advanced subjects require approval from Curriculum Leaders and the Assistant Principal Curriculum.

- ❖ Certificate II in Workplace Skills + any other approved VET Certificates (fee for service)
- ❖ Design Technologies – Engineering (Construction) A
- ❖ Design Technologies – Engineering (Metal) B
- ❖ Design Technologies – Food and Fibre
- ❖ Design Technologies – Food Specialisation
- ❖ Design Technologies – Materials
- ❖ Digital Technology
- ❖ Drama A (Drama, Comedy & Tragedy) and/or B (Contemporary Australian Unit)
- ❖ Economics & Business
- ❖ English Extension
- ❖ Geography
- ❖ Health and Physical Education A (Introduction to Sport & Recreation) and/or B (Introduction to Senior PE)
- ❖ History
- ❖ Japanese (must be studied for both semesters)
- ❖ Mathematics Advanced
- ❖ Media A (Photography & Advertising Techniques) and/or B (Film Study & Design)
- ❖ Music
- ❖ Science Extension
- ❖ Visual Art A (2D & Digital work) and/or B (3D & Digital work)

Course Overview

Our world today is one of constant change - culturally, socially, economically and technologically, and the study of the English Language provides a system of making meaning of that world. By learning to speak, listen to, read, write and shape texts, students learn how to use language purposefully to represent experiences of real and imagined worlds, to interact with others and to create coherent and cohesive texts themselves.

This course seeks to develop within each student an enjoyment of language whilst also helping students become purposeful, critical and creative users of the English language. The units studied in the course prepare students very effectively for their study of Senior English in Year 11 and Year 12.

Course Outline

Are of Persuasion – Students read a variety of poetry and media texts exploring issues relevant to all of us in today's world. Students explore persuasive devices and prepare a persuasive speech inspired by an issue explored in the studied poems.

Analytical Text Study- This unit involves an in-depth study of a chosen Australian text. Students will explore perspectives of key concepts of prejudice, discrimination, power and justice and how these perspectives relate to modern audiences. Students learn about the conventions of analytical writing narrative and hone their writing skills by writing an analytical essay in examination conditions.

Forging Fiction from Fire, Air, Water, and Earth- In this unit, students explore contemporary themes such as environment, identity, and culture inspired by the film *Avatar*. Using these ideas as a springboard, students will develop their creative writing skills by planning and crafting an original written narrative. The unit focuses on building storytelling techniques including character, setting, and plot. The final assessment is a written narrative based on a chosen concept in the springboard film, *Avatar*.

The Language of Love- Shakespearean Sonnets and Taylor Swift's Music Videos – In this unit, students will explore how the concept of love is represented across time through the comparison of Shakespearean sonnets and Taylor Swift's music videos. By analysing the poetic and visual language of Shakespeare alongside the digital storytelling techniques used in modern music videos, students will develop a deeper understanding of how love is constructed, idealised, and challenged in different contexts.

Assessment

Students will undertake a range of assessment types including a persuasive speech, analytical essay, narrative writing and a spoken analytical seminar.

The second semester is designed to facilitate students' transition into Senior English in Year 11, meeting the requirements of the Australian Curriculum and preparing students for studies in either Essential English or General English.



Course Condition

Entry into this elective will be at the discretion of the school. Prospective candidates should choose the subject as one of their first six choices and the merits of all applicants will be assessed prior to entry. This criterion ensures that participants possess the foundational skills necessary to thrive in an advanced academic setting.

Course Overview

The Year Ten English Extension provides high achieving students with the academic rigor and enrichment opportunities they deserve. By building upon the success of the extension program at earlier levels, this course will foster a culture of excellence in English studies and empower students to reach their full potential as literate and articulate individuals.

English Extension aims to provide a platform for further academic growth, catering specifically to students who have demonstrated exceptional proficiency in English. By offering an enriched curriculum, targeted instruction, and rigorous assessments, this elective will empower students to excel in their literary endeavours and prepare them for future academic pursuits and provide opportunities for differentiated intellectual growth.

Course Outline

The Year 10 English Extension course has been designed as an introduction to senior level Literature. Students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis, students consider how texts endorse, challenge or question cultural assumptions. In engaging with literary texts, students reflect upon their own backgrounds and experiences and how these affect their interpretations. Students analyse textual representations to explore the cultural assumptions that underpin points of view and perspectives in texts.

In analytical responses, students demonstrate an understanding of how the style and structure of literary texts engage critically with representations of issues and ideas related to culture and identity in particular contexts. Student responses are evidence-based and draw on a range of interpretations of literary texts.

In creative responses, students challenge conventions and reinterpret ideas and perspectives by drawing on their knowledge of literary conventions to create new texts that exploit style and structure.

Assessment

Students will undertake an analytical and imaginative response. Students are encouraged to take part in the Lions Youth of the Year public speaking competition to further their skills in Year 11.

Course Overview

Year 10 Mathematics aims to consolidate students' numeracy capabilities and prepare them for the rigours of the new Senior Assessment and Tertiary Entrance system. The course focuses on assisting students to develop more sophisticated and refined mathematical understanding, fluency, logical reasoning and problem-solving skills. Students will gain confidence in responding to familiar and unfamiliar situations by employing mathematics strategies to make informed decisions and solve problems efficiently.

Course Outline

Core Mathematics prepares students to study General or Essential Mathematics in Years 11 and 12. The subject teaches the content and skills outlined in the Year 10 Australian Curriculum. Students should choose this course if they do not intend to pursue careers that require the study of Mathematics or Science at an advanced level.

Number & Algebra – growth and decay including financial mathematics; linear and non-linear relationships.

Measurement & Space –networking; geometric reasoning; Pythagoras' Theorem and Trigonometry

Statistics & Probability – data representation including boxplots and scatterplots; probability and simulation

Students in Core Mathematics will be issued a scientific calculator of the same model used in Year 11 and 12 General and Essential Mathematics, to familiarise them with some of the advanced features used.

Assessment

Assessment instruments include written exams and Problem Solving and Modelling Tasks. These instruments are designed to assess students according to the standards of the Australian Curriculum, whilst also preparing them for the style of senior assessment requirements.

There are two criteria for which students can achieve A to E grades:

- Understanding and Fluency
- Reasoning and Problem Solving



Course Conditions

Students who elect to study this course are recommended to maintain a B standard or higher in order to be best prepared for their studies of Mathematical Methods or Specialist Mathematics in Years 11 and 12.

It is very important to give due consideration as to which Senior Mathematics subject a student is likely to study in Years 11 and 12. Consideration should also be given to potential career choices and future study paths. Parents or carers are encouraged to discuss future options with the Pathways Program Leader and/or the Curriculum Leader – Mathematics.

Course Overview

Mathematics - Advanced prepares students to study Mathematical Methods or Specialist Mathematics in Years 11 and 12. This subject teaches the content and skills outlined in the Year 10 Australian Curriculum, plus selections from the optional post-Year 10 pathways curriculum. Students should choose this course if they enjoy Mathematics and intend to pursue a career that requires further study in Mathematics or Science.

Course Outline

The three strands below are covered in both Year 10 Mathematics subjects; however, Mathematics – Advanced teaches the algebra, analytical geometry and the trigonometric component of measurement in greater depth.

Number & Algebra – growth and decay including financial mathematics; linear and non-linear relationships (including in-depth study of quadratic, exponential and circle equations; and rates of change)

Measurement & Space – networking; geometric reasoning; Pythagoras' Theorem and Trigonometry (including Unit Circle)

Statistics & Probability – data representation including boxplots and scatterplots; probability and simulation

Regardless of the Mathematics course students are studying, they are encouraged to seek assistance if they experience difficulty. Most teachers at the College provide additional assistance out of class time. Students can confidently ask any of the Mathematics teachers for assistance.

Students in Mathematics – Advanced will be issued with a graphics calculator at the beginning of the year. They will be instructed on how to care for the calculator and how to use it throughout the year. This is similar to the calculator students use until the end of Year 12 if studying Mathematical Methods or Specialist Mathematics.

Assessment

Assessment instruments include written exams and Problem Solving and Modelling Tasks. These instruments are designed to assess students according to the standards of the Australian Curriculum, whilst also preparing them for the style of senior assessment requirements.

There are two criteria for which students can achieve A to E grades:

- Understanding and Fluency
- Reasoning and Problem Solving

Course Conditions

Students can submit an application to study the Numeracy Short Course in Semester 2 of Year 10 if they are studying Core Maths and wish to pursue a non-ATAR pathway in Year 11.

Applications will be reviewed by the College and successful applicants notified by the end of Semester 1.

Course Overview

This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Course Outline

Students studying the Numeracy Short Course study core Numeracy skills under the contexts of 'Topic 1: Personal Identity and Community' and 'Topic 2: Workplace and Employment'.

Examples of specific skills taught include:

- Use and apply rates and ratios in simple situations, e.g. km/hr.
- Convert between metric units for length, area and volume.
- Measure, estimate and calculate time.
- Use distance, direction, coordinates, simple scales, labels, symbols and keys using everyday maps and plans.
- Collect, use and organise data including in tables, bar graphs and line graphs.

Assessment

Students will complete two assessment pieces:

- one assessing subject matter taught in Topic 1: 'Personal Identity and Community'.
- and the other assessing Topic 2: 'Workplace Employment'.

These assessment items may be project based, or an examination.

Course Outline

Science exposes students who may not wish to study Science beyond Year 10 to the concepts of Science by developing and enhancing the understanding of atomic structure; chemical reaction; genetics; Newton's laws of motion, and origin of the universe. Topics covered include: subatomic particles; bonding; types and rates of chemical reaction; physics in motion; inheritance and evolution; origin of the universe and the global systems.

Course Overview

The Biology topics covered are: Genetics and Evolution.

The Chemistry topics covered are: Particle theory; atoms; elements; compounds metals and non-metals; periodic table; balancing equations; ionic and covalent compounds; acids and bases.

The Physics topics covered are: Uniform linear motion; inertia; momentum; force and work; kinetic and gravitational potential energy; energy conservation.

The Earth and Space science topics are: Origin of the universe and the global system.

Assessment

Students studying Science will be assessed on: laboratory skills and reports; problem solving; project work; bookwork; multiple choice and short answer tests on Knowledge; Process objectives; Investigation and Communication.

Course Condition

Entry into this elective will be at the discretion of the school. Prospective candidates should choose the subject as one of their first six choices and the merits of all applicants will be assessed prior to entry. This criterion ensures that participants possess the foundational skills necessary to thrive in an advanced academic setting.

Course Outline

Science Extension is for students who intend to better understand and apply science concepts, laws and theories in solving problems and critical thinking. It aims to narrow the gap in learning and teaching of Middle Years and Seniors Sciences in Biology, Chemistry, Marine Science, Physics and Psychology. It also enhances the Science literacy of students who may wish to pursue other opportunities after Year 10.

Science Extension assumes students have covered the ACARA syllabus contents in the core classes in topics on Inheritance and Evolutions, Atomic Structure, the Periodic Table, Chemical reactions, Energy Transfer, Newton's Laws of Motion, the Global System, and the Origin of the Universe.

Significance of Subject

For students looking to study one or more Senior Science subjects in Years 11 and 12.

- Understanding of the QCAA ISMG marking criteria
- Development of skills needed to master the Student Experiment and Research Investigation assessment tasks.
- Learning strategies to support success in Units 1 – 4 for science.
 - Home, study and revision techniques
 - Understanding the cognitive verbs
 - Explicit teaching of assessment requirements

Course Overview

Science Inquiry Skill	Part 1	Part 2
	Life Sciences	Physical Sciences
1. Questioning and predicting. 2. Planning and conducting. 3. Processing and Analysing Data and Information. 4. Evaluating and Interpreting. 5. Communicating Findings.	Biology/Marine Science/Psychology	Chemistry and Physics Focus
Student Experiment	Identify an experiment to modify; develop a research question to be investigated*; research relevant background scientific information to inform the modification of the research question and methodology; conduct a risk assessment and account for risks in the methodology; conduct the experiment; collect; sufficient and relevant qualitative and/or quantitative data to address the research question; process and present the data appropriately; analyse the evidence to identify trend, patterns or relationships; analyse the evidence to identify uncertainty and limitations; interpret the evidence to draw conclusion/s to the research question; evaluate the reliability and validity of the experimental process; suggest possible improvements and extension to the experiment; communicate findings in an appropriate scientific genre (e.g. report, poster presentation, journal article, conference presentation).	
Research Investigation	Select a claim to be evaluated; Identify the relevant scientific concepts associated with the claim; Pose a research question addressing an aspect of the claim; Conduct research to gather scientific evidence that may be used to address the research question and subsequently evaluate the claim; Analyse the data to identify sufficient and relevant evidence; Identify the trends, patterns or relationships in the evidence; Analyse the evidence to identify limitations; Interpret the evidence to construct justified scientific arguments; Interpret the evidence to form a justified conclusion to the research question; Discuss the quality or evidence; Evaluate the claim by extrapolating the findings of the research question to the claim; Suggest improvements and extensions to the investigation; and Communicate findings in an appropriate scientific genre (e.g. poster, report, journal article, conference presentation).	

Assessment

Students studying Science Extension will be assessed on research skills, problem-solving and critical thinking. This would be through:

- Student Experiment and Claim evaluation with a report written in a scientific genre
- Fieldwork and/or Excursions
- Students must complete an assessment each in Parts 1 and 2

Selected topics for assessment would be approved by the subject Teacher and the Curriculum Leader Science.



Students will be able to make more informed decisions surrounding Senior subject selections. This subject may assist students when choosing from Certificate courses, Applied or General senior subjects.

Course Outline

The Year 10 curriculum supports students to learn how to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students will engage in the Year 10 curriculum in a way which exposes them to elements of Senior Sport and Recreation. The subject will enable students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Students will experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Course Overview

Students analyse how participation in physical activity and sport influence and individuals identity and explore the role participation plays in shaping individuals and communities. The subject also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Engagement in these sport and recreational activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Content includes:

Topics of study include sport coaching, personal development, self-awareness, healthy eating and fitness programs.

Assessment

The Theoretical work will be assessed through a variety of modes including presentations, group work tasks, examinations and assignments.

Practical work will be assessed via ongoing observations of participation, progress and skill/ tactical development in simple and complex environments, planning, organisation and presentation of sport, fitness, recreation and/or activity sessions.



Course Outline

Students will be able to make more informed decisions surrounding Senior subject selections. This subject may assist students when choosing from Certificate courses, Applied or General senior subjects.

Course Overview

Students will be exposed to the Senior Physical Education assessment terminologies and practical content. Introduction to Physical Education bridges the gap between core Health and Physical Education and Senior Physical Education. Students will experience a greater preparedness for senior studies as a higher level of rigour is required in this elective subject.

Units will be devised from senior physical education content include motor learning, sport psychology and tactical awareness. Students will gain greater exposure to senior Physical Education theory and content; Instrument-Specific Marking Guides (ISMGS), data collection and practical components.

Assessment

Theoretical work will be assessed through a variety of modes including examinations, multi-modal presentations, and research tasks.

Practical work will be assessed via demonstration of specialised movement sequences, specialised movement strategies and body and movement concepts.



Course Overview

This subject provides students the knowledge to use science, mathematics, and technology in practical applications. It provides students with opportunity to pursue a wide variety of professional career pathways. This is a course that helps students understand the concepts and principles of engineering in its broadest practical sense. It is concerned with the practical applications related to technology, industry and society, engineering materials, engineering mechanics, and provide students with the opportunity to develop and gain essential practical skills. This course will assist in developing manual dexterity and coordination through hands-on activities. It will be used as an introduction to the Certificate II in Construction Pathways.

Course Outline

Concept – Construction Skills (Wood Bias)

This course will further develop the knowledge and skills relating to materials, tools, processes and technology they have gained while completing Year 9 practical subjects. Students will continue to use specialised equipment and hand tools to manipulate materials to complete set tasks. They will learn to read and interpret plans and to follow specific details to produce projects to the best of their ability. More complex practises and processes will be incorporated into students' projects to develop their ability to use industry specific technology more effectively and efficiently.

Depending upon the cohort and the cohort skills, studies may include but are not limited to:

- A range of construction and engineering projects:
- the opportunity to read and interpret plans

Assessment

Students will be assessed on practical projects and practical demonstrations.

Senior Subject Pathways

This is not a mandatory pre-requisite for any Senior Technology subjects, however, developing skills in this subject would be advantageous.



Course Overview

Design and Technologies – Engineering is for students who have an interest in the practical application of science, mathematics, and technology. Through practical application of technologies, students will explore how motion, force and energy are used to manipulate and control systems when engineering simple solutions whilst developing manual dexterity and coordination through hands-on activities. Content will be varied throughout the year to offer students an experience in our senior pathways to enable them to make an informed choice when choosing their senior subjects. It will be used as an introduction to the Certificate II in Engineering Pathways.

Course Outline

Concept – Engineering Skills (Metal Bias)

Students will continue to use specialised equipment and hand tools to manipulate materials to complete set tasks. In doing so, they will learn to read and interpret plans and to follow specific details to produce projects to the best of their ability. More complex practises and processes will be incorporated into students' projects to develop their ability to use industry specific technology more effectively and efficiently.

Depending upon the cohort and the cohort skills, studies could include but are not limited to:

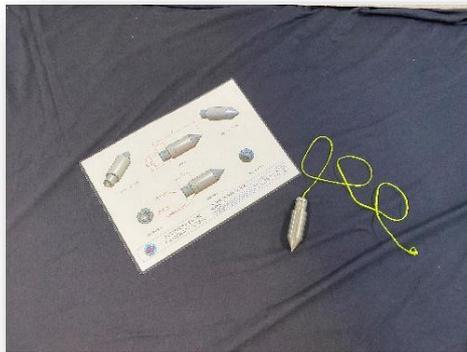
- a range of engineering projects
- the opportunity to read and interpret plans

Assessment

Students will be assessed on practical projects and practical demonstrations.

Senior Subject Pathways

This is not a mandatory pre-requisite for any Senior Technology subjects, however, developing skills in this subject would be advantageous.



Course Overview

Designers use ‘design thinking’ to solve problems. Students studying design will solve real-world problems using the design thinking process and then communicate their ideas and solutions to clients. Design thinking allows you to first understand the problem in question, examine and define client’s needs, before generating, testing and prototyping ideas. Critical and creative thinking is used to continually evaluate ideas and ensure that they meet design criteria. This human-centred approach is iterative and uses higher order thinking to create solutions.

Equally important with generating ideas, is the ability to communicate them to an audience. Students create two and three-dimensional representations using 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.

Course Outline

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions. Students specifically focus on preferred futures, considering ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students will design in response to local and global problems and experience designing *products, services and environments*.

Assessment

Projects record the design thinking process and final solution and are a mix of written and visual communication. The three contexts of design undertaken during the course are:

Contexts – Products, Services, Environment	
Unit 2	Project Folio - Desktop Organiser

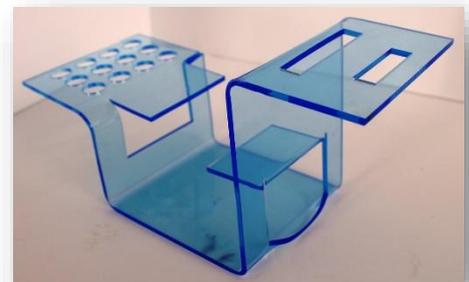
- Unit 1 – Products
- Unit 2 – Services
- Unit 3 – Environments

Software Programmes

Computer programmes such as Autodesk Inventor, Google SketchUp, Autodesk AutoCAD, Adobe Photoshop and Adobe InDesign are used to communicate solutions.

Senior Subject Pathways

Year 10 Design is not a mandatory pre-requisite for Senior Design, however, developing skills in this subject would be advantageous. Knowledge and skills acquired will assist students in further study and professions where higher-order thinking, problem-solving and critical and creative thinking are required. In addition, visual communication techniques are transferable across many pathways, professions and industries.



Course Overview

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students explain the control and management of networked digital and the interaction between hardware, software and users. They explain simple data compression. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.

Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions.

Course Outline

The Year 10 course is divided into four units – one per term. The Digital Technologies units have a focus on data in various digital formats. Units in databases, networking and video production have a focus on the design, manipulation and processing of data types. The robotics/Arduino unit further develops engineering and programming skills as well as how micro-controllers input, manipulate and utilise data from various sensors. The Video Production unit introduces students to the key steps in non-linear editing techniques and data compression using codes.



Opportunities will be given to students to involve themselves in STEM activities; local, national and international technology competitions and take part in excursions surrounding future job pathways in robotics and engineering.

Unit Focus	1. Transition to structured line coding – Arduino C and micro-controllers (Mbots)	2. OBS Web Presentations
Assessment	Project – developing micro-controller code	Folio of work and Video Assignment
Context/s	Coding and Robotics	Image Processing and Data Compression
Unit Focus	3. Game Creation	4. CODRONES
Assessment	GODOT Game Development	Folio of Tasks
Context/s	Gaming Industry	Drone Technology

Assessment

Knowledge, understanding and skills in each subject are presented through two related strands: Knowledge and Understanding; and Processes and Production Skills. Assessment tasks include folios of work and project-based tasks.

Senior Subject Pathways

Year 10 Digital Technologies is not a mandatory pre-requisite for any Senior Technology subject, however, developing skills in this subject would be advantageous if considering selecting the Applied Information, Communication and Technology subject in Senior.

Drama Option A (Drama, Comedy and Tragedy)

ELECTIVE

Course Overview

History of Drama, Comedy and Tragedy unit looks at the history of drama and theatre over the years. There is a special focus on:

- Comedy styles including slapstick and Commedia dell Arte.
- Tragedy including Greek and Shakespearean style and texts
- Social commentary and the impact theatre has to make social and political change
- Viewing of a live professional performance at theatre.

Course Outline

Students will work individually and in groups situations to complete activities and learn about a number of Styles of Theatre and Skills of Drama. They will continue to develop their understanding of the Elements of Drama and Conventions of Theatre styles.

Students will further develop lifelong skills nurtured in Drama	
❖ confidence	❖ problem solving
❖ communication	❖ teamwork
❖ organisation	❖ confidence
❖ an appreciation of Art	❖ the impact Art has on audience and society

Assessment

There will be both practical and the theoretical activities and assessments. Assessments may include:

- **Group performance** of devised comedic to a live audience.
- **Individual devised concept** for a performance of a scene from a historical text e.g. Shakespearean tragedy such a *Romeo and Juliet*.
- **Individual written analysis** of live performance.

Drama Option B (Contemporary Australian Unit)

ELECTIVE

Course Overview

Contemporary Australian unit looking at modern styles and texts possibly including physical theatre, Australian theatre, gothic theatre and contemporary theatre and texts. Special focus on:

- Physical theatre workshopping and training in methods of Suzuki, Viewpoints and Butoh.
- Examination of theatre styles such as: Aboriginal and Torres Strait Islander storytelling, Gothic theatre, Contemporary theatre
- Devising in groups to perform ideas and transform texts and stories using the principles of Physical Theatre.
- Viewing of a live professional performance at a theatre.

Course Outline

Students will work individually and in groups situations to complete activities and learn about a number of Styles of Theatre and Skills of Drama. They will continue to develop their understanding of the Elements of Drama and Conventions of Theatre styles.

Students will further develop lifelong skills nurtured in Drama	
❖ confidence	❖ problem solving
❖ communication	❖ teamwork
❖ organisation	❖ confidence
❖ an appreciation of Art	❖ the impact Art has on audience and society

Assessment

There will be both practical and the theoretical activities and assessments. Assessments may include:

- **Group performance** of devised physical theatre performance to a live audience.
- **Individual director's concept** for a performance of a scene from a play. E.g. a scene from an Australian Contemporary Play
- **Individual written analysis** of live performance.

Students may choose Drama A **or** Drama B **or** both options.



The Economics and Business curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Course Outline

Economics and Business

The units are designed to introduce students to fundamental business concepts, such as financial and consumer decision making, technology and innovation and understanding economic performance. They then explore how government can manage economic performance and impact on the lives of others. Students analyse factors that influence major consumer and financial decisions and explain the short and long-term effects of these decisions. They analyse how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance.

Civics and Citizenship

Students develop an understanding of Australia's system of government through comparison with another system of government in the Asian region. They examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Students will learn about the importance of communicating effectively in a business environment using a range of business technologies.

The Catholic Perspectives in business and economics may be explored predominantly through the application of Catholic Social Teachings, in particular economic justice, option for the poor and common good.

Assessment

Students will be assessed with a selection from inquiry-based assessment, stimulus-response tests, research assignments, reports and presentations.



Course Overview

Food and Fibre production encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Students are provided with the opportunity to: become an empowered, active, and informed member of society; design social futures; contribute to the well-being of themselves and others; examine and act on matters of personal and societal significance.

NOTE: Students are required to bring sewing materials and food ingredients to school for practical lessons and assessments. They will be able to bring their sewing and cooked items home.

Course Outline

Unit 1 – Textile Design and Fibre Production

Unit 2 – Café Culture in Australia

Assessment

A range of assessment items including:

- Design challenge 'Create your own café and produce a café menu item'
- Design Challenge and Prototype Product 'Design your own Hoodie'

Senior Subject Pathways

Year 10 Food and Fibre is not a mandatory pre-requisite for Hospitality Practices, however, developing skills in this subject would be advantageous for senior studies. Knowledge and skills acquired in Food Specialisation will assist students in further study and professions where higher-order thinking, problem-solving and critical and creative thinking are required.



Course Overview

Food Specialisation is the study of food in the context of food science, multiculturalism, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system.

Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. Using a problem-based learning approach, students learn to apply and explore problems to solve real-world problems. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

NOTE: Students are required to bring food ingredients to school for practical lessons and assessment. They will be able to bring their cooked items home.

Course Outline

Unit 1 – Multiculturalism (The World on a Plate)

Unit 2 – Food Trends and Influences

Assessment

A range of assessment items including:

- Food design brief – International food truck menu item
- Design brief – design and produce a trending recipe and create a social media post

Senior Subject Pathways

Year 10 Food Specialisation is not a mandatory pre-requisite for the senior subject Hospitality Studies, however, developing skills in this subject would be advantageous for Senior. Knowledge and skills acquired in Food Specialisation will assist students in further study and professions where higher-order thinking, problem-solving and critical and creative thinking are required.



Course Overview

'Environmental change and management' focus on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Course Outline

The units of work studied include:

- Environmental change and management, land environments under threat, managing change in coastal environments, sustaining urban environments
- Human wellbeing and change, measuring wellbeing, government intervention, improving wellbeing of Indigenous Australians

Assessment

Assessment will take the form of knowledge tests, stimulus response tests, research inquiries and field reports.



Course Overview

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands:

- Historical Knowledge
- Understanding and Historical Skills.

Course Outline

Australian History focuses on investigating the development of Australia's identity as a nation in the years after World War II.

Core topics include:

- Investigating the image of Australia existing in 1945
- Investigating the development of a more inclusive identity
- Evaluating the impact of Aboriginal self-determination on Australia's identity and the face and form of migration
- Examining Australia's relationship with neighbours in the Asia-Pacific region

Assessment

A selection from research tasks, oral presentations, document studies and written texts.



Course Overview

Languages are designed to enable all students in Australia to learn a language in addition to English. Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners. (*The Australian Curriculum: Language*)

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions that are essential for everyday Japanese interactions.

Japanese is a full year subject. Students who choose the subject will be using two of their six elective slots to study this subject.

Course Outline

This course aims to expand students' knowledge of vocabulary and more advanced grammatical patterns. The topics studied include: Travelling to Japan, Dining Out, Part Time Jobs and Hobbies.

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support, they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements.

Students will utilise a variety of curated booklets to support their learning. There is no set text required to be purchased.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements.

Assessment

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study. Schools develop internal assessments for this subject, based on the learning described in Course Outline.

For reporting purposes, there are four summative assessments in each semester for this subject. A–E descriptors are used to provide formative feedback to students and to report on progress.



Course Overview

Investigation into photography and advertising techniques. Students will work creatively to create two folios of work. In Term 1 focus of work will be on portraiture and product photography. In term 2 students will create a Public Education Campaign series of advertisements including print and animated advertising.

- Photography techniques
- Understanding of camera angles and intended meaning
- Learn how to edit photographs in Photoshop and Lightroom
- How to use Adobe Animator and Adobe Character Animator
- Analyse and use persuasive advertising techniques

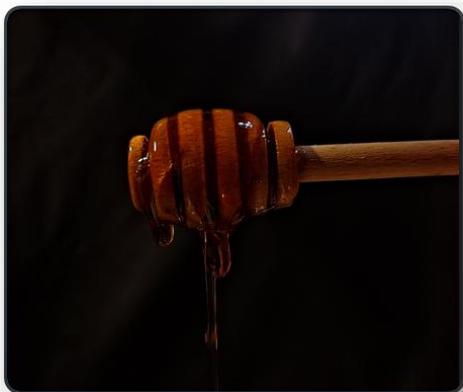
Course Outline

Students will work individually and in groups situations to complete activities and learn about photography and advertising techniques and learn how to use editing and animation programs in the Adobe Suite. They will continue to develop their understanding of the camera angles, photographic and advertising techniques.

Assessment

There will be both practical and the theoretical activities and assessments. Assessments may include:

- **Folio of work** – photography and advertising folios including written and practical work
- **Exam** – Analysing persuasive techniques used within advertising and their own work



Course Overview

In this unit students focus on film study and design. In term 3 students will study documentary design, the conventions of documentaries, storyboarding and will create their own 5–8-minute documentaries. In term 4 students will study the most influential film director in cinema history, Alfred Hitchcock. They will analyse some of his films and the film conventions and techniques he founded/created.

Course Outline

Students will work individually and in groups situations to complete activities and learn about how films are created, filmed and edited. Students will learn how to film and edit using Adobe Premiere Pro, including how to use a green screen. They will continue to develop their understanding of the camera angles and film techniques.

Assessment

There will be both practical and the theoretical activities and assessments. Assessments may include:

- **Designing** – Students design and storyboard a documentary
- **Filming and editing**– Student film and edit their documentaries using Premiere Pro
- **Exam** – Analysing film techniques and conventions evident in Hitchcock’s films

Students may select Media A or Media B or both Media options.



Course Overview

Music is uniquely an aural art form. The essential nature of music is abstract. It encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning, allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students progress through their studies, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

Course Outline

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. Interpretation and performance are examined to develop technical control, expression and stylistic understanding. Aural skills are critical to the development of the elements of music and provide scope to memorise aspects such as pitch and rhythm sequences. Over time, knowledge of the elements of music, style and notation develop to assist with composition, documentation and shared musical experience.

Depending upon the cohort and cohort skills, units of study could focus on:

- Evolution of music
- Jazz styles
- Rock music

Assessment

Students will be assessed via a range of assessment types such as performances, compositions, integrated projects and extended response examinations.



Course Overview

During this course of study students will investigate ways that artists engage audiences to connect with various scapes; whether real or imagined. They will use this knowledge to inform and inspire their own art making.

Students will examine artists who have explored similar concepts to enhance their understanding of how artists interpret and respond to landscape and places. By using the learning inquiry process students will develop and create compositions that express their viewpoint on an individualised focus related to "scapes."

Course Outline

Students will collaborate in a social learning environment to support each other explore possibilities within their art making. Students will create a folio of work that experiments with digital technologies, painting, printmaking, and mixed 2D media processes.

Students will have the opportunity to work with an artist to:

- understand the role of artists in society
- develop their artmaking skills (e.g. printmaking)
- resolve their assessment work

Assessment

There will be both practical and the theoretical activities and assessments. Assessments may include:

- **Folio of work** – journal, artworks and artist statement
- **Exam** – analysing, interpreting and evaluating an artwork



Course Overview

During this course of study students will investigate ways that artists create “connections” with audiences through memories, relationships and collections. They will use this knowledge to inform and inspire their own art making.

Students will examine artists who have explored similar concepts to enhance their understanding of how artists interpret and respond to human experiences that draw people together. By using the learning inquiry process students will develop and create compositions that express their viewpoint on an individualised focus related to “connections.”

Course Outline

Students will collaborate in a social learning environment to support each other explore possibilities within their art making. Students will create a folio of work that experiments with photography, cyanotypes, printmaking, sculpture, and 3D media processes.

Additionally, students will have the opportunity to work with an artist to:

- understand the role of artists in society
- develop their artmaking skills (e.g. photography and darkroom techniques)
- resolve their assessment work.

Assessment

There will be both practical and the theoretical activities and assessments. Assessments may include:

- **Folio of work** – journal, artworks and artist statement
- **Exam** – analysing, interpreting and evaluating an artwork



VET subject – 4 QCE points upon completion

Course Overview

This qualification reflects the role of individuals in a variety of entry-level Business Services job positions. Certificate II in Work Skills also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. Students carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Course Outline

This course is designed to provide students with the opportunity to learn and practice the skills and knowledge necessary to support them in entering the workforce.

Assessment

Units of Competency studied are:

Core Units:

- ❖ BSBCMM211 Apply communication skills
- ❖ BSBOPS201 Work effectively in business environments
- ❖ BSBPEF202 Plan and apply time management
- ❖ BSBSUS211 Participate in sustainable work practices
- ❖ BSBWHS211 Contribute to the health and safety of self and others

Elective Units:

- ❖ BSBCRT201 Develop and apply thinking and problem-solving skills
- ❖ BSBTEC101 Operate digital devices
- ❖ BSBOPS203 Deliver a service to customers
- ❖ BSBPEF201 Support personal wellbeing in the workplace
- ❖ BSBTEC202 Use digital technologies to communicate in a work environment

This course is delivered by Skills Generation (RTO 41008) and designed in line with the competencies developed by Industry Skills Australia.

Other Information

- ❖ This is a fee for service course. Students studying this certificate will be required to pay \$450 in advance of enrolment.
- ❖ This course carries with it the possibility of accrual of four QCE credits. This will allow students to gain a head start with their senior studies
- ❖ Consideration will be given to allowing students to complete a different VET certificate than the Cert II Work Skills, subject to approval by the College.



RTO: 41008



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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