



MACKILLOP
Catholic College
WARNERVALE

Stage 5

Course Summary

Handbook

Years 9 & 10
2027-28

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1. IMPORTANT DATES YEAR 9 2027

Term 2	
Week 11 Wednesday	Information Evening & Subject Market – • Parents and students are invited to speak with the LoLTs and teachers about courses • Information Evening – outlining Stage 6 expectation, NESA requirements and outline of the course selection process
Week 11 Thursday	Year 8 reports released
Term 3	
Week 1-2	Subject presentations to students regarding individual subjects
Week 2 Thursday	Edval selections open.
Week 4 Thursday	Edval selections close
Week 10	2027 electives finalised

2. MANDATORY SUBJECTS

Every year of a student's education is key in developing skills, knowledge, awareness and extending their capacity to become intelligent, moral citizens. Stage 5 has the added importance of starting to prepare students for post compulsory education; the HSC, work or study through adult institutions such as TAFE. At the conclusion of Stage 5 students are entitled to their first official document from NESA acknowledging their achievements – the ROSA, Record of School Achievement.

In Stage 5 NESA mandates that students study the following courses:

- Australian Geography (Mandatory)
- English
- History
- Mathematics
- Personal Development, Health and Physical Education
- Science

As part of the Catholic Education Commission students will study Religious Education in both Years 9 and 10.

Student performance in all Stage 5 courses will have their grade determined based on a Description for a Level of Achievement, A – E Grades.

Mathematics

The NSW Mathematics 7–10 syllabus is structured using a Core–Paths model designed to support all students to progress as far as possible along a continuum of learning. The Core content provides a common foundation for all students, with additional Pathways content allowing for extension and differentiation based on students' needs, abilities and aspirations. This structure is intended to encourage flexibility and avoid locking students into fixed pathways too early, while still preparing them for a range of Stage 6 outcomes.

Year 9 students will be placed in classes that best reflect their current level of mathematical progress. All students will engage with the Core content, with most also completing Standard pathway content to maintain the option of studying Mathematics Standard 2 in Stage 6. Students demonstrating stronger achievement may also complete Advanced pathway modules to support progression to Mathematics Advanced, with selected Extension topics incorporated at teacher discretion where appropriate.

Mackillop's approach aims to place students in an aspirational course that supports their growth and keeps future pathways open. At the same time, careful consideration is given to the significant increase in content and outcomes within the full Advanced pathway, ensuring that decisions are made with sufficient time for students to consolidate understanding and be successful in their chosen direction.

At the start of Year 9 students will be placed in a class based on the following broad pathways;

- Core - leading to Mathematics Standard 1 in Stage 6
- Core/Standard - leading to Mathematics Standard 2 in Stage 6
- Core/Advanced - leading to Mathematics Advanced in Stage 6

3. ELECTIVE COURSES

Students will have the opportunity to study **THREE** elective courses; they will:

- study one course for 2 years – during Year 9 and Year 10 – their 200 hour elective.
- study two courses for 1 year each – one in Year 9, one in Year 10 – their 100 hour electives

Students are encouraged to choose elective courses that they think will interest and challenge them. We invite students to be curious about all courses and direct questions to the relevant Leader of Learning & Teaching. Students must choose their courses carefully and thoughtfully because changes are not always possible once courses have commenced. We endeavour to enter all students into the courses that they select, however, this may not be possible in all circumstances.

The following elective courses are offered to students as part of their pattern of study.

100 or 200 hours	200 hours only	100 hours only
Commerce Computing Technology Dance Design & Technology Drama Food Technology Industrial Technology (Engineering) Japanese Music Performing Art Physical Activity & Sport Science Photographic & Digital Media Textiles Visual Arts	Industrial Technology (Timber)	Aboriginal Studies Child Studies Geography (Yr 9 only) History Elective (Yr 10 only) Industrial Technology (Building) Science in Action Visual Design - Ceramics Life and Work Readiness

Elective courses will only run if there is a sufficient number of students' expressing an interest in that course. The combination of 100 and 200 hour offerings is not predetermined. It is based on this cohorts selections. We ask students to select three (3) choices in the Edval system by selecting their first option as their 200 hour elective choice. Not all classes will run as 200 and 100 hour options and students will be offered the best combination of electives. Students are also required to select 2 reserve electives. Students should be prepared and willing to undertake these reserves especially in the case that one or more of their first three choices does not proceed. Ultimately, the College Principal will make the final decision as to whether an elective course will run.

In addition to these electives students may select a cross-campus course. The 2027 offerings are:

- Applied Philosophy
- Entrepreneurship
- Ignite Mathematics
- JPEX (Japan Experience)
- Writer's Collective
- Global Citizenship

Details about these cross-campus courses are in section 4 of this booklet.

Course background

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10)

What Students will *learn about* in this course

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures. They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities. Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.

What Students will *learn to do* from this course

Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities. They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data. In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and professional development, and enable them to become active and informed advocates for a just and inclusive world.

Contact: **Ms Erin Sullivan**. Leader of Learning and Teaching HSIE & Languages

Course background

Students develop an understanding of how children's health, wellbeing and development can be supported at different stages of life. They explore child development, the importance of play, and the strategies, legislation and practices that help keep children safe, while building knowledge and skills that provide a foundation for future study and careers working with children.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10)

What Students will *learn about* in this course

Students will learn about:

- Growth, development and care of children from birth to 12 years.
- Social, environmental, genetic and cultural influences on development.
- Aboriginal and Torres Strait Islander Cultural perspectives on child growth, development and care.
- The impact of family, community, culture and environment on children.
- Health, wellbeing and developmental needs at different stages of childhood.
- The importance of play, services, legislation, policies and practices that support children's learning, wellbeing and safety.
- Pathways and careers that support children and families.

What Students will *learn to do* from this course

Students will learn to:

- Understand and analyse factors influencing child development.
- Appreciate and respect diverse Cultural perspectives and identities.
- Promote positive, inclusive and safe environments for children.
- Reflect critically on the needs of children in different contexts.
- Evaluate information and services that support child development and wellbeing.
- Apply knowledge of child development to support children's health, learning and safety.
- Develop skills for future study and careers related to children and families.

Child Studies students have valuable opportunities to extend their learning beyond the classroom through hands-on experiences such as caring for RealCare Virtual Babies and working alongside students at MacKillop Primary School. These authentic learning experiences allow students to apply their understanding of child development and care while developing communication, empathy, responsibility and leadership skills.

Contact: **Ms Nicole Abel**, Leader of Learning and Teaching in PDHPE

Course background

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Nature of the course

This course can be studied as either 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will learn about in this course

The course consists of a mandatory core section and a series of optional topics.

100-hour course

- a minimum of TWO Core focus areas
- additional study of selected options to meet the 100-hour requirement.

200-hour course

- all FIVE Core focus areas
- additional study of selected options to meet the 200-hour requirement.

Each option builds on the essential learning of the core and allows students to extend core learning.

The Core Study topics and options may be studied in any order or pattern.

Core study

Each Core Study topic should be 20–25 indicative hours

1. The consumer and financial environment
2. The economic environment
3. The business environment
4. The legal and political environment
5. The work environment

Options

Each Option topic should be 15–25 indicative hours

1. Our Economy
2. Running a business
3. Promoting and Selling
4. Investing
5. Law in Action
6. Political and community involvement
7. The travel consumer
8. Towards Independence
9. School-developed Option

Contact: **Ms Erin Sullivan**. Leader of Learning and Teaching HSIE & Languages

Course background

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies. Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

Nature of the course

This course can be studied as either 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

Great for students who are interested in careers in the computer industry.

What Students will *learn about* in this course

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.
The option topics studied in this course are:

- Internet & Website Development
- Coding and development of Microcontroller systems
- Robotics
- Databases and spreadsheets.

What Students will *learn to do* from this course

- identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution.
- use a variety of technologies to create, modify and produce products in a range of media formats.

Contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

Course background

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will *learn about* in this course

- the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices.
- performing dances with an awareness of safe dance practice, dance technique and performance quality.
- how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas.
- people, culture and society as they study and analyse dance performances, compositions and dance works of art.

All students study dance performance, composition and appreciation.

What Students will *learn to do* from this course

- to develop an awareness of their body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice.
- to structure movement as they compose dances to express their ideas, feelings and experiences.
- to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance.
- to make connections between the making and performing of the movement and the appreciation of its meaning.

Contact: **Mrs Sharon Baird.** Leader of Learning and Teaching CAPA

Course background

Design and Technology empowers students to develop innovative solutions to real-world problems. Through project-based learning, students explore design processes, emerging technologies, and sustainable practices. This course fosters creativity, critical thinking, and practical skills, preparing students for future pathways in design, engineering, and technology-focused industries.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

Design and technology is great for students who are interested in careers in the design or creative industries or even engineering or construction.

What Students will *learn about* in this course

Students will undertake projects in at least two of the following context areas. Practical work will undertake the majority of the time in this subject. The main focus is to give students a practical understanding of how to apply the design process and present quality design portfolio's:

- Materials technologies e.g. Product design and manufacture using timber, metal and plastics.
- Communication technologies e.g. Architecture, graphic design.
- Digital technologies eg. Robotics, electronics, apps , web pages.

What Students will *learn to do* from this course

- Identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution.
- Use a variety of technologies to create, modify and produce products in a range of media formats.

Contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

Course background

Stage 5 Drama is the study of making, performing and appreciating drama and theatre. Students learn as practitioners, challenging themselves and others to consider new perspectives on familiar and unfamiliar experiences. Students explore dramatic elements through the creation and interpretation of their own works and the works of others. Students are encouraged to work inventively with the elements of drama, performance and production to imagine, reimagine and extend their understanding of how drama practitioners use these elements to shape and communicate meaning.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will *learn about* in this course

- Scripted Drama and the processes of characterisation and staging
- Devised Performance and the role of Improvisation and Playbuilding
- The elements of drama, production and performance
- The roles, responsibilities and approaches of the maker when creating dramatic work.
- the roles, responsibilities and approaches of performers when staging and performing dramatic work.
- the roles, responsibilities and approaches of the dramatic practitioner and audience.

What Students will *learn to do* from this course

- Develop characters in a variety of situations and from a variety of contexts
- Make and perform scripted and group devised theatrical works
- Use acting and performance techniques to convey meaning to an audience.
- Control and manipulate elements of drama to create meaning
- Develop the skills to collaborate with others and to problem solve
- build empathy, autonomy and resourcefulness through individually and collaboratively generating, staging and interpreting experiences of drama and theatre.
- Write creatively, critically and analytically about drama and theatre

Contact: **Mrs Sharon Baird.** Leader of Learning and Teaching CAPA

Course background

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will learn about in this course

Food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

What Students will learn to do from this course

- explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food.
- develop the ability and confidence to design, produce and evaluate solutions to situations involving food.
- select and use appropriate ingredients, methods and equipment safely and competently.

Contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

Course background

This course focuses on developing the critical thinking, research and problem-solving skills needed to understand an increasingly complex and interconnected world. Students will investigate contemporary geographical issues, undertake fieldwork and use digital technologies to explore the relationships between people, places and environments. With the support of their teacher, students will pursue areas of personal interest, analyse evidence and develop informed responses to local, national and global challenges.

Nature of the course

This course can be studied as 100 hours (Year 9).

What Students will *learn about* in this course

- the interactions between people, places and environments across a range of scales
- physical geographical processes and environments through focus areas such as Planet Earth, Extreme Environments, Oceanography, and Interactions and Patterns Across a Continent
- human geographical issues through focus areas such as Global Citizenship, Geopolitics, Australia's Neighbours, and Primary Production
- contemporary geographical challenges and issues affecting societies and environments
- environmental and social sustainability, including the importance of informed decision-making
- the significant roles of Aboriginal and Torres Strait Islander Peoples and other Indigenous communities in the custodianship of Country and Place
- geographical concepts including place, space, environment, interconnection, scale, sustainability and change.

What Students will *learn to do* from this course

- conduct geographical inquiries by asking questions and investigating issues
- collect, process, analyse and communicate geographical information and findings
- use a range of geographical tools, including maps, fieldwork, graphs, statistics, spatial technologies and other geographical representations
- interpret patterns, relationships and variations in geographical phenomena
- evaluate evidence and propose informed responses to contemporary geographical challenges
- undertake fieldwork and in-depth investigations to develop critical thinking and analytical skills
- communicate geographical ideas, explanations and arguments using appropriate geographical terminology
- become active, informed and responsible citizens capable of responding thoughtfully to local and global issues.

Contact: **Ms Erin Sullivan**. Leader of Learning and Teaching HSIE & Languages

Course background

This course allows students to explore the past beyond the limits of the mandatory History curriculum. Students investigate fascinating people, events, mysteries and controversies from different times and places while developing the research, critical thinking and communication skills needed for success in the 21st century. Working as historians, students use a range of sources, digital technologies and library resources to ask questions, analyse evidence and construct their own interpretations of the past.

Nature of the course

This course can be studied as 100 hours (Year 10).

What Students will *learn about* in this course

This course will allow students to design their own learning. This course gives students "21st century skills" to be successful in History and well into the future. It will build on the IT skills students already have and empower them with critical thinking and problem solving skills.

Success in the future will depend on the way students can embrace technology and challenge their own thinking. History Elective will allow students to take their enquiry to another level and empower them to be the leaders of tomorrow.

Students will take control of their learning and drive the style of lessons that best suit their requirements.

Topics will be created from three main areas;

Topic 1: Constructing History

Topic 2: Ancient, Medieval or Early Modern Societies

Topic 3: Thematic Studies

There will be no examinations in this course. Assessment will be through student centred learning projects.

What Students will *learn to do* from this course

Students develop skills to undertake the processes of historical inquiry.

- They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process.
- They explain different contexts, perspectives and interpretations of the past.
- They select and analyse a range of historical sources to locate information relevant to an historical inquiry.

Students apply a range of relevant historical terms and concepts when communicating an understanding of the past.

- They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Contact: **Ms Erin Sullivan**. Leader of Learning and Teaching HSIE & Languages

Course background

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects. Students may elect to study one of eleven focus areas based on a range of technologies of industrial and domestic significance.

Nature of the course

This course can be studied as a 200 hour course only.

What Students will *learn about* in this course

- the properties and applications of materials associated with their chosen area of study.
- the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials.
- safe practices for practical work environments, including risk identification and minimisation strategies.
- communication of ideas and processes.

What Students will *learn to do* from this course

- actively planning and constructing quality practical projects.
- select and use a range of materials for individual projects.
- competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects.
- produce drawings and written reports to develop and communicate ideas and information relating to projects.

Contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

Course background

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries.

These are enhanced and further developed through the study of modules in:

- Construction and Renovation
- Outdoor Structures and Landscapes.

The delivery of this course is based on practical projects which may include:

- construction of small structures
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on building models, mock-ups & scale models

Nature of the course

This course can be studied as a **100 hour course only** (Year 9 **or** Year 10).

This course will be in high demand therefore prior performance in Year 8 will be used as a criteria when forming this class.

What Students will *learn about* in this course

- WHS and Risk Management
- the properties and applications of materials used in residential building and construction
- the range of hand tools and portable power tools
- a range of processes and techniques for preparing, joining and finishing
- industrial/commercial processes and construction techniques
- a range of career paths in building and construction
- material lists and project costings
- Workplace Communication Skills
- Societal and Environmental Impact

What Students will *learn to do* from this course

- safely use tools, materials and equipment
- identify a range of materials used in the construction industry
- adjust and use hand tools, portable power tools and machines in the production of practical projects
- use a variety of joining methods and finishing techniques
- relate construction techniques used in the building industry to work in the classroom
- read and interpret material lists
- estimate quantities of materials to be used in practical projects
- recognise the need to conserve materials and recycle as appropriate

Contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

Course background

This course focuses on skills in STEM/Engineering learning areas. It develops mathematical, science and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. This practical course captures the essential aspects of applied engineering, to create engaging and meaningful experiences for students and to model some of the skill requirements of the future Australian workforce.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

Great for students interested in pursuing engineering-based courses.

What Students will *learn about* in this course

Students will undertake a core module which will cover basics of structures and mechanisms. The knowledge gained will be built upon in further module which may include:

- Structures and Mechanisms
- Control systems
- Alternative energy
- Transport
- School developed module

What Students will *learn to do* from this course

To satisfy the requirements of the course students must undertake a range of inquiry-based (IBL) and project based (PBL) learning activities which occupy the majority of course time. Inquiry-based and project-based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. In the course structure there are many points at which students raise questions and explore ideas.

Contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

Course background

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. The study of Japanese provides access to the language and culture of one of the world's most technologically advanced societies and economies. An understanding of a second language is of benefit to almost every career. Japanese also introduces students to an important part of the rich cultural tradition of East Asia.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

Students wishing to continue the study of Japanese for their HSC must select the 200 hour course.

What Students will *learn about* in this course

- information and ideas in written and spoken Japanese texts, eg dialogues, newspapers, TV and radio, and respond appropriately.
- the ways in which texts are constructed and the linguistic choices made in texts to achieve communication goals.
- awareness of their own language and improve their literacy skills in English
- e-mail, discussion forums and the Internet, students will learn about the use of technology for communicative purposes
- cultural concepts and ways that they are reflected in language and behaviour. They will develop respect and appreciation for other cultures.

What Students will *learn to do* from this course

- identify the purpose of texts, eg perform, entertain, persuade and make judgments about the text by extracting ideas and issues
- communicate with speakers of Japanese, eg by writing to pen pals, using email, discussion forums and the Internet
- discuss and compare the values and beliefs of diverse cultures and reflect on attitudes and practices that differ from their own.

Contact: **Mr Andrew Kilham**. Assistant Leader of Learning - Languages

Future skills micro credential course

Course background

Micro credentials are short, targeted certifications that recognise a student's skill or achievement in a specific area. Unlike traditional school subjects, micro credentials focus on real-world competencies that employers and training providers value. This innovative elective gives students the opportunity to explore real-world skills, industry insights and future careers, while earning micro credentials that are recognised beyond school. Students will work on practical, purpose-driven projects and earn digital badges from various industry organisations that can be linked to their resumes and future course applications.

Nature of the course

This course can be studied as a 100 hour course in Year 9 and 10.

The Year 9 and 10 course are different and can be studied sequentially.

What Students will *learn about* in this course

Engage in personalised learning based on your interests and strengths

Content areas include:

- Real world financial skills (budgeting, paying bills)
- Digital and generative AI skills and use
- Automotive knowledge and skills (registration, insurance, servicing)
- Entrepreneurship, critical thinking and innovation
- Career pathways and work readiness

What Students will *learn to do* from this course

- Gain future-ready skills that employers and universities/tertiary educators value
- Participate in industry-connected projects and guest speaker sessions
- Prepare for flexible pathway options in senior years and beyond
- Build a digital resume with micro-credentials before you finish school

This course is suitable for students who:

- Are interested in practical and purposeful learning
- Want to explore a range of career options
- Enjoy collaborative, project-based activities
- Are seeking an alternative to traditional elective subjects

As a school developed course Life & Work Readiness will not appear on students ROSA.

Contact: **Mr. Dennis Gasparotto** Leader of Learning and Teaching Careers

Course background

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activities that reflect the real-world practice of performers, composers and audiences.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will *learn about* in this course

- the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres including:
 - Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples
 - Art music
 - Jazz
 - Popular music
 - Global music culture.

What Students will *learn to do* from this course

- to perform music in a range of musical contexts
- compose music that represents the topics they have studied
- to listen with discrimination, meaning and appreciation to a broad range of musical styles.
- *The study of the concepts of music underpin the development of skills in performing, composing and listening.*

This course is suitable for students who:

It is advised that all students who take music in Stage 5 have learnt or are beginning to learn a musical instrument (including voice).

Contact: **Mrs Sharon Baird.** Leader of Learning and Teaching CAPA

Course background

This new course allows students to plan, develop and prepare for a live performance. Working individually and collaboratively, students will build, develop and refine skills as they engage with creative processes and performance protocols to produce a live performing arts event for an audience. The nature of this live performance could include preparing for an end of year showcase, a play, an external competition or an original contemporary/hybrid performance. It is different to the regular 100/200-hour Dance, Drama and Music in some very distinct ways:

1. The course builds towards a production of some type for an audience without the need for after school rehearsals.
2. It may be a combination of dance, music and drama

Nature of the course

This course can be studied as either 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will *learn about* in this course

In this new course, students interested in live performance are given the opportunity to work towards an end of year performing arts event for an audience. Students will build, develop and refine skills as they engage with creative processes and performance protocols to produce a live performing arts event for an audience. This course has a broad scope, and the live event may include:

- Devised theatre
- Contemporary/hybrid performance work
- Script for Performance
- Showcases
- Competitions and Festivals

What Students will *learn to do* from this course

Assessments are a combination of practical tasks, live performance and multi-modal documentation of the creative process and learning.

Students must be prepared to participate in the end of year live performance, which will be likely to occur in the evening

Please note, this course is a school approved elective and will not be recorded on a student's record of achievement (ROSA).

Contact: **Mrs Sharon Baird.** Leader of Learning and Teaching CAPA

Course background

Physical Activity and Sports Studies (PASS) explores the diverse nature of physical activity, sport and recreation, and the important role they play in promoting health, wellbeing and lifelong participation. Students engage in a wide range of practical and theoretical experiences, including fitness, sport, outdoor recreation and performance analysis, while developing skills in leadership, teamwork, movement and decision-making. The course encourages students to lead active lifestyles and deepen their understanding of the physical, social, cultural and scientific aspects of sport and physical activity.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **and** Year 10).

What Students will *learn about* in this course

- The role of physical activity, sport and recreation in promoting health, wellbeing and lifelong participation.
- The physical, social, emotional, cultural and scientific aspects of physical activity and sport.
- The benefits of physical activity, including fitness development, performance improvement, injury prevention and rehabilitation.
- Movement skills, performance principles and factors that influence participation and success.
- The contribution of sport and physical activity to individuals, communities and society.
- Pathways & opportunities in sport, recreation & health-related industries.

What Students will *learn to do* from this course

- Participate confidently and safely in a variety of physical activities and sporting contexts.
- Develop, apply and analyse movement skills, performance strategies and fitness concepts.
- Investigate physical, physiological, psychological and social factors that influence participation and performance.
- Set goals, solve problems and make informed decisions to support active lifestyles.
- Demonstrate leadership, teamwork, communication and organisational skills.
- Explore opportunities for involvement, leadership and employment in sport, recreation and health-related fields.

PASS students have valuable opportunities to extend their learning beyond the classroom by working alongside our Primary School students in authentic leadership and service roles. This includes assisting at major sporting events such as athletics and swimming carnivals, as well as coaching, officiating and leading teams at Primary gala days. These experiences allow students to apply their knowledge and skills in real-world settings while developing confidence, leadership, communication, organisation and teamwork skills, and making a positive contribution to the wider school community.

There is the potential opportunity to attend the sport elective Snow Trip to Perisher Valley.

Contact: **Ms Nicole Abel**. Leader of Learning and Teaching PDHPE

Course background

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **&** Year 10).

What Students will *learn about* in this course

- the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms.
- represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.
- how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience.
- how their own lives and experiences can influence their making and critical and historical studies.

What Students will *learn to do* from this course

- make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time.
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.
- record procedures and activities about their making practice in their Photographic and Digital Media journal.
- investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.
- interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Course background:

This newly offered course has been designed for students who want to apply scientific rigor to real-world mysteries and environmental challenges. It is perfect for students who enjoy their current Science lessons, and wish to take their understanding deeper, with more practical experiences.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10)

What Students will *learn about* in this course

Students will learn about a variety of practical applications of science in the real world. Core topics will include:

- Crime Scene Investigation
 - Fingerprints, impressions, and recording evidence
- DNA and Biosecurity
 - DNA profiling and investigating invasive species outbreaks
- Forensic Chemistry
 - Toxicology, blood pattern analysis and soil science
- Major investigation
 - Wildlife crime, agricultural fraud, and your own independent project

What Students will *learn to do* from this course

Students will learn valuable critical thinking and problem-solving skills in an engaging and informative way. They will learn how to gather evidence and use it to make conclusions about a variety of scenarios.

Course Requirements

Students will engage in a major project involving the creation of a diorama from a selection of crime scenes. Other formal assessment tasks will include, but are not limited to, quizzes, completion of an evidence analysis booklet, and individual presentations.

Contact: **Mrs Shae Martin** Leader of Learning and Teaching STEM

Course background

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **&** Year 10).

What Students will *learn about* in this course

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects:

- Apparel
- Furnishings
- Costumes
- Textile Art
- Non- Apparel

What Students will *learn to do* from this course

- use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating.
- use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.
- identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Course Requirements:

Throughout the course students will need to provide fabric, patterns and keep a sewing box of scissors, bobbin, thread, pins, needles, unpickers and tailor's chalk.

Contact: **Mr Damian Clair.** Leader of Learning and Teaching TAS

Course background

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10) or 200 hours (both Year 9 **&** Year 10).

What Students will *learn about* in this course

- the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms.
- representing their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks
- how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist – artwork – world – audience.
- explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What Students will *learn to do* from this course

- make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time.
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.
- record procedures and activities about their artmaking practice in their Visual Arts diary.
- investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies.
- interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

Course Requirements:

Students are required to produce a body of work and keep a Visual Arts diary.

Contact: **Mrs Sharon Baird.** Leader of Learning and Teaching CAPA

Course background

Visual Design provides opportunities for students to enjoy making and studying visual design - ceramic artworks and to become informed about and understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in ceramics artworks and provides insights into new technologies, different cultures and the changing nature of visual design- ceramics in the 21st century. Students are provided with opportunities to make and study visual design- ceramics in greater depth and breadth than through the Visual Arts elective course.

Nature of the course

This course can be studied as 100 hours (Year 9 **or** Year 10).

What Students will *learn about* in this course

- the pleasure and enjoyment of making different kinds of visual design artworks in ceramics.
- They learn to represent their ideas and interests with reference to contemporary trends and how ceramists make artworks.
- Students learn about how ceramics is shaped by different beliefs, values and meanings by exploring artists and visual designers from different times and places and relationships in the artworld between the artist/designer – artwork – world – audience.
- explore how their own lives and experiences can influence their making and critical and historical studies.

What Students will *learn to do* from this course

- make ceramic works using a range of materials and techniques in clay/ ceramics to build a body of work over time.
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.
- record procedures and activities about their making practice in their Visual Arts journal.
- investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies.
- interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study ceramic artworks.

Course Requirements:

Students are required to produce a body of work and keep a Visual Arts journal.

Contact: **Mrs Sharon Baird**. Leader of Learning and Teaching CAPA

4. CROSS CAMPUS COURSES

Cross Campus Courses are delivered online by CSBB. Students who undertake a cross-campus course must be independent learners who have good organizational skills. They may be required to attend online classes at times that clash with other timetabled classes – usually once per week. It is the student's responsibility to catch up on any missed work. Students interested in these courses must speak to Mrs Winkler.

Cross Campus 2027 Course Offerings:

- Applied Philosophy
- Entrepreneurship
- Global Citizenship
- Ignite Mathematics
- JPEX (Japan Experience)
- Writer's Collective

Information booklets for these courses are on the following pages.

STAGE 5 - APPLIED PHILOSOPHY COURSE



WHY IS THIS COURSE FOR ME?

Unlock the power of your mind with our engaging course on Philosophical Thinking.

Tailored for Stage 5 students, this course is your gateway to mastering critical thinking, analysis, and problem-solving skills.

Dive into a thrilling exploration across various knowledge domains—History, Art, Psychology, and Ethics. Engage in lively discussions, unravel everyday scenarios, and develop a profound understanding of your values and diverse perspectives. Become an inquirer, equipped with a critical mindset and an insatiable thirst for knowledge.

This course is not just an academic journey; it's a transformative experience shaping you into a thinker ready to navigate the complexities of the world.

ARE THERE ANY PRACTICAL COMPONENTS ASSOCIATED WITH THIS COURSE?

Yes. You will take part in interactive experiences such as debates, thought experiments, ethical dilemmas, and Socratic seminars. Students may take part in a bespoke Ethics day at the Sydney Jewish Museum and an Aesthetics day at the Art Gallery of NSW. You will also complete a Philosophy in Action Project, applying philosophical thinking to a real school-based issue to encourage kindness, empathy and positive change.

HOW WILL THIS COURSE ENHANCE MY FUTURE PLANS?

The study of philosophy provides students with valuable skills that prepare them for an array of careers, including those in medicine, law, politics, international relations, business, public relations, education, and public policy. You will build your ability to think critically, question information, communicate ideas clearly, and understand different perspectives - skills that are essential both in future pathways and in everyday life.

CROSS CAMPUS CENTRE CONTACT

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**Scan to find
out more:**



COURSE OVERVIEW

The Philosopher's Toolkit

How can we think clearly, question deeply, and build stronger arguments?

Historical Foundations

How have philosophical ideas shaped the way people understand humanity & society?

Personal Philosophy

How do our values, purpose and beliefs shape the way we choose to live?

Ethics

How do we decide what is right, fair or good when people disagree?

Psychology

What shapes human behaviour, personality and the way we understand ourselves?

Aesthetics

How do beauty, art and taste shape the way we experience the world?

Philosophy in Action: Facilitating Positive Change in School

How can philosophical thinking help us create meaningful positive change?

Metaphysics

What can we really know about reality, the self and the nature of existence?

COURSE MODE OF DELIVERY

This course is delivered in a blended format, with a fortnightly Zoom lesson supported by online coursework that you complete at your own pace, supplemented by live events and workshops.

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STAGE 5 - ENTREPRENEURSHIP COURSE



WHY IS THIS COURSE FOR ME?

Immerse yourself in the dynamic world of entrepreneurship with our course designed to spark your innovative thinking, strategic analysis, and problem-solving skills.

Explore key areas like Business Strategy, Marketing, Economics, and Social Impact. Engage in practical projects, case studies, and interactive discussions to develop viable business models, focusing on ethical considerations and societal impact.

Dive into ideating social ventures, crafting compelling multimedia pitches, and applying in-depth market research.

Equip yourself with foundational skills and cultivate a mindset that values innovation, adaptability, and ethical leadership in the ever-evolving entrepreneurial landscape.

ARE THERE ANY PRACTICAL COMPONENTS ASSOCIATED WITH THIS COURSE?

Yes. You will take part in interactive experiences such as ideation challenges, business simulations, pitch activities and collaborative problem-solving. Students may take part in entrepreneurship excursions, guest speakers, workshops or industry events that connect learning to the real world. You will also complete a major startup project, where you develop and pitch a business or social enterprise idea.

HOW WILL THIS COURSE ENHANCE MY FUTURE PLANS?

This course provides a foundational experience in business thinking, creative problem-solving, and innovation, making it beneficial for students interested in pursuing careers or future studies in business, management, or digital marketing. Whether you aim to start your own business or simply want to understand what makes a business successful, this course provides you with an introduction to the entrepreneurial mindset.

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COURSE OVERVIEW

Introduction to Entrepreneurship and Ideation

How do entrepreneurs turn ideas into opportunities?

Market Research and Planning

How do customers and markets shape business ideas?

Branding, Communication and Pitch Development

How do entrepreneurs persuade others to believe in their vision?

Leadership and Team Dynamics

How do leaders build effective teams and ventures?

Innovation and Disruptive Business Models

How do new ideas challenge existing markets?

Business Operations

What helps a business operate effectively?

Scalability and Growth Strategies

How do entrepreneurs grow sustainable businesses?

Trends and the Future

How do entrepreneurs prepare for future opportunities?

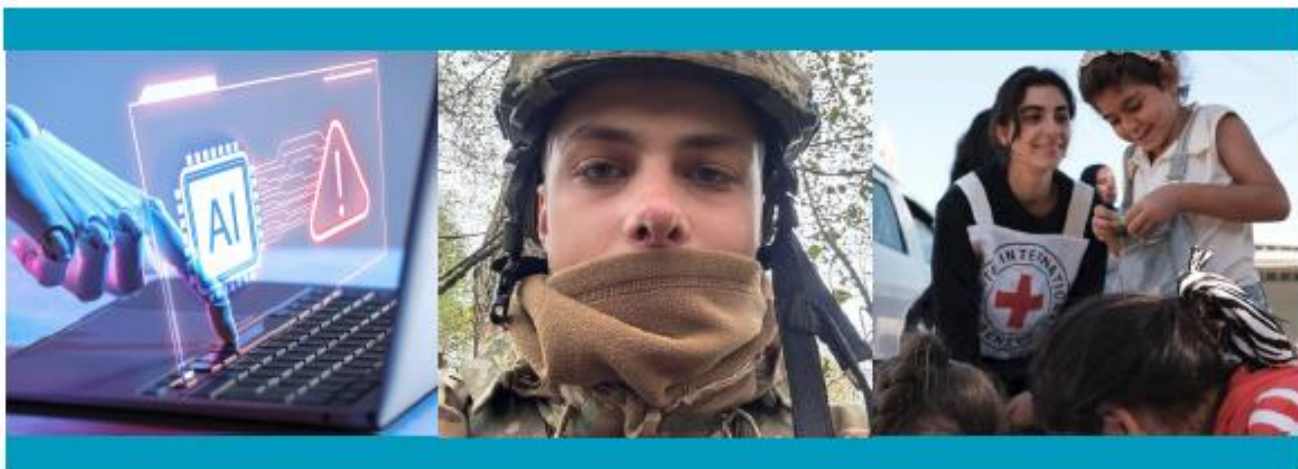
COURSE MODE OF DELIVERY

This course is delivered in a blended format, with a fortnightly Zoom lesson supported by online coursework that you complete at your own pace, supplemented by live events and workshops.

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STAGE 5 - GLOBAL CITIZENSHIP & SUSTAINABILITY



WHY IS THIS COURSE FOR ME?

The world is changing fast — climate change, global conflict, social media, and new technologies are shaping everyday life. This subject helps you understand what's really going on.

You'll explore real-world issues like inequality, refugee crises, war, media bias, and the impact of AI. You'll learn how to question what you see, understand different perspectives, and think critically about the world around you. Through discussion, case studies, and practical activities, you'll go beyond the headlines to understand who has power, how decisions are made, and how they affect people globally.

This is not just about learning what is happening — it's about understanding why it is happening and what can be done about it.

ARE THERE ANY PRACTICAL COMPONENTS ASSOCIATED WITH THIS COURSE?

Yes. You will take part in interactive experiences such as debates, simulations, and collaborative challenges based on real-world situations.

Students may take part in activities such as a refugee simulation experience or a Model UN-style global decision-making simulation, along with guest speakers and workshops. You will also complete a major action project, where you design and lead a response to an issue you care about.

HOW WILL THIS COURSE ENHANCE MY FUTURE PLANS?

This course develops skills that are valuable across a wide range of careers, including law, politics, business, media, and environmental fields.

You will build your ability to think critically, question information, communicate ideas clearly, and understand different perspectives - skills that are essential both in future pathways and in everyday life.

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UNDERSTANDING THE WORLD. DECIDING YOUR PLACE IN IT.



COURSE OVERVIEW

Global Citizenship & Ethical Responsibility

What does it mean to live ethically in a globally connected and information-saturated world?

Technology, Ethics & Futures

Is technology empowering individuals, or increasing inequality and control?

Displacement & Human Rights

Who is responsible for protecting displaced people, and how do we decide?

Conflict, Peace & the Environment

Is war ever justified, and what are its hidden costs?

Global Citizenship in Action (Capstone Project)

How can young people create meaningful, realistic change in their communities and beyond?

Culture, Globalisation & Power

How does culture shape identity, influence, and global power?

Global Cooperation & Crisis Response

Why do nations struggle to cooperate on global challenges, and what makes cooperation effective?

COURSE MODE OF DELIVERY

This course is delivered in a blended format, with a fortnightly Zoom lesson supported by online coursework that you complete at your own pace, supplemented by live events and workshops.

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STAGE 5 - IGNITE MATHEMATICS COURSE



WHY IS THIS COURSE FOR ME?

The Ignite Mathematics Level 1 and 2 Courses are designed for talented Stage 5 Mathematics students who are independent learners.

These courses will be particularly beneficial for students considering Extension Mathematics Courses in Years 11 and 12 and Extension 1 and 2 courses in Years 11 and 12.

The Level 1 Ignite Curriculum will broaden your experience of Stage 5 Mathematics providing opportunities to explore topics such as probability and Codes and Ciphers. The Level 2 Ignite Curriculum introduces fundamental concepts pertinent to Year 12 Extension 1 (Vectors and Proofs) and Year 12 Extension 2 (Proofs and Complex Numbers).

ARE THERE ANY PRACTICAL COMPONENTS OR EXCURSIONS ASSOCIATED WITH THIS COURSE?

Yes, you usually meet with your class once a semester for a day of mathematical problem-solving in real world contexts. Guest presenters also join us at times to share their knowledge of fields relevant to mathematical careers such as ongoing developments in AI, robotics, science and engineering.

HOW WILL THIS COURSE ENHANCE MY FUTURE PLANS?

This course will develop your talents in using mathematics to solve problems and understand the world around you. The course uses a range of interesting, engaging and challenging tasks to build your understanding, fluency, problem solving and reasoning of key mathematical concepts.

The course is delivered online with a Zoom once a fortnight with the teacher and class cohort.

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COURSE OVERVIEW

Term 1 Level 1

Algebraic techniques, Patterns and Algebra

Term 2 Level 1

Codes and Ciphers

Term 3 Level 1

Probability, Sequence and Series

Term 4 Level 1

Rates of Change, Industry Applications

Term 1 Level 2

Vectors I - applicable to multiple fields of study, including engineering, structural analysis and navigation.

Term 2 Level 2

Proofs

Term 3 Level 2

Complex Numbers

Term 4 Level 2

Vectors II - explore problems involving proof, geometric reasoning and multistep applications.

Both course levels will engage with industry experts from emerging fields such as artificial intelligence, finance, data science, engineering, and robotics

COURSE MODE OF DELIVERY

This course is delivered in a blended format, with a fortnightly Zoom lesson supported by online coursework that you complete at your own pace, supplemented by live events and workshops.

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STAGE 5 - JPEX (JAPAN EXPERIENCE) COURSE



WHY IS THIS COURSE FOR ME?

Japan and Japanese culture have never been more popular. Last year, the number of Australian tourists surpassed the one million mark – you might have even been one of those visitors who were included in the count.

This course will take you behind the scenes of Japanese culture sharing with you interesting facts about why Japanese society acts as it does.

You will meet members of the Japanese community to experience hands on activities like Kendo and the tea ceremony.

The knowledge you gain will set you up for a great trip to Japan. It will give those wanting to take the Beginners language course in Stage 6 an advantage as they will possess familiarity with relevant cultural terms.

ARE THERE ANY PRACTICAL COMPONENTS ASSOCIATED WITH THIS COURSE?

Yes, this course includes live workshops and regular 'bikkuri bako' known as "surprise boxes" in English. Approximately twice a term a small bag will be delivered to your school which will contain items for you to use in the Module's hands-on activity challenge. For example, cooking the included recipe at home, attempting to wrap your own onigiri or following instructions to create a seasonal origami.

WHO CAN TAKE THIS COURSE?

This course is suitable for Stage 5 students including those:

- ▶ wanting to study the Japanese Beginners HSC course in Stage 6
- ▶ planning on traveling to Japan in the future with their family and friends
- ▶ who have an interest in Japanese language and culture and would like to know more
- ▶ who may have Japanese heritage, e.g. a parent or relative who was born in Japan

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COURSE OVERVIEW

Home towns and Festivals

Deepen your understanding of identity in a Personal Experience Project related to Japan.

Traditional Japan

Experience a live tea ceremony and discover the influence of green tea in modern and traditional Japanese culture.

Hobbies & Interests

Learn about the hobbies of Japanese people and attend a Kendo workshop.

Seasonal Activities

Experience

Machi no Shokai (Town introduction)

Plan your own bespoke trip to Japan and learn about regional features.

Bunkasai (Culture festival)

Experience aspects of Japanese school festivals such as taiko drumming or yukata.

Himitsu (Secret)

Aspects of a hidden Japan – Cosplay, ninja, Noh/kabuki and fandom.

Shizen (Nature)

Exploring Japan's relationship with nature and the environment.

COURSE MODE OF DELIVERY

This course is delivered in a blended format, with a fortnightly live lesson (Zoom or in person) supported by online coursework that you complete at your own pace, that is then supplemented by live events and workshops.

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STAGE 5 - WRITER'S COLLECTIVE COURSE



WHY IS THIS COURSE FOR ME?

Do you love storytelling, imaginative ideas, books, film, poetry or creating your own worlds? The Cross Campus Writers' Collective is designed for students who want to develop their creativity and confidence as writers.

This course allows you to experiment with a range of creative forms including speculative fiction, short stories, scriptwriting and picture books while collaborating with like-minded students across campuses. You will learn how professional writers generate ideas, craft compelling narratives and develop their own unique writing style.

This course provides excellent preparation for Stage 6 English Extension courses by developing the sophisticated creative and analytical writing skills required for senior study.

ARE THERE EXCURSIONS ASSOCIATED WITH THIS COURSE?

Yes. Students will engage in innovative learning experiences such as an AI and robotics workshop, which will act as a stimulus for speculative fiction writing. These experiences encourage students to explore future worlds, ethical dilemmas and emerging technologies through imaginative storytelling. Throughout the course, students will create authentic writing pieces for publication and presentation.

HOW WILL THIS COURSE ENHANCE MY FUTURE PLANS?

The course is ideal for students interested in writing, media, publishing, education, communications, design or the creative industries. Students will develop publishing and design skills through the creation and publication of their own picture book. This gives students valuable insight into the creative process from concept to publication while helping them build a professional portfolio of work.

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COURSE OVERVIEW

Myth, Symbolism and Storytelling

Students explore Greek mythology, archetypes, and literary symbolism to understand how timeless stories continue to influence modern literature, film, and creative writing.

Speculative Fiction

Explore futuristic, dystopian and imaginative worlds inspired by emerging technologies, AI and contemporary issues.

Writing the Short Story

Learn how to craft engaging narratives with compelling characters, conflict and structure.

Poetry and Voice

Experiment with poetic forms and develop a unique writing voice through imagery, rhythm and expression.

Writing Workshops

Participate in collaborative workshops designed to strengthen editing, drafting and peer feedback skills.

Publishing and Picture Books

Create and publish an original picture book while learning about visual storytelling, audience and the publishing process.

COURSE MODE OF DELIVERY

This course is delivered in a blended format, with a fortnightly Zoom lesson supported by online coursework that you complete at your own pace, supplemented by live events and workshops.

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