

Stage 5 Subject Information Handbook

2026-2027



College Vision

To educate young women in the Josephite tradition that empowers them to act justly and to lead lives as disciples of Jesus.

Mission Statement

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

Our Young Women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly



Our Values

> Compassion > Hope > Justice > Respect



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Staff Directory

Principal	Mrs Carolina Murdoch
Assistant Principal – Student Achievement	Mr David Gardiner
Assistant Principal – Evangelisation & Catechesis	Mr Scott Beattie
Director of Wellbeing for Learning	Ms Amanda Balfour
Director of Learning and Teaching	Mrs Alexandra McArdle
Director of School Operations	Mr Kirk Mercer
Director of Finance and Site Operations	Ms Nicole Murphy
Leader of Management Systems	Mrs Julie Finneran
Youth Minister and Leader of Mission	Mrs Phillipa Mercer
Year 9 Leader 2026	Ms Laura Roberts
Religious Education	Mrs Catherine Sammut
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Mrs Laura Andrikidis
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Natalie Karazinov
TAS (Technological & Applied Studies)	Mr Kane Charles
Creative & Performing Arts	Mrs Sue Lockwood
Language	Mrs Samantha Andersen
Diverse Learning	Mrs Rebecca Elliott
Vocational Education & Training (VET) and TAFE	Mrs Rachael Grassi
College Counsellor	Ms Nicole Musialik
Librarian	Mrs Louise Foyel
Careers Advisor	Mrs Rachael Grassi
Representative Sport Coordinator	Darby Clark
Teacher in Charge Disability Provisions	Mrs Rebecca Elliott
Teacher in Charge Languages	Mrs Samantha Andersen

RoSA – Record of Student Achievement

The RoSA is awarded to students who leave school after completing Year 10 and before completing their Higher School Certificate. A RoSA lists grades for all subjects satisfactorily completed in Year 10 and Year 11 and participation in any uncompleted courses studied in Stage 6 up until the point the student leaves.

The Record of Student Achievement (RoSA) is the credential provided by the NSW Education Standards Authority (NESA) to any eligible student who has left school after the end of Year 10 up to and before completing the Higher School Certificate. At the end of Year 10 the RoSA will list all mandatory and additional Stage 5 courses together with the grade achieved. The formal RoSA credential is only available to students who leave school, however, all students will be able to access and print a Student eRecord of their results via their NESA Students Online account: students online at any time after the end of Year 10. The RoSA is a cumulative credential providing grades for courses completed in Stage 5 (Years 9 & 10) and the Preliminary year (Year 11).

Only students who satisfy the eligibility requirements for RoSA will receive the formal credential, however, those who are not eligible will be able to receive a Transcript of Study at the time of departure. A RoSA will only be issued when an eligible student leaves school.

Eligibility

To be eligible for a RoSA at St Joseph's Catholic College, students must:

- satisfactorily complete courses of study that satisfy the NESA curriculum and assessment requirements for the RoSA:
 - the core English course
 - the core Mathematics course (5.1, 5.2 or 5.3)
 - the core Science course
 - the core Australian History/Geography course from the Human Society and Its Environment (HDIE) Key Learning Area
 - the core PDHPE course
 - the 200-hour (i.e. both years 9 and 10) elective courses from those offered by the school
- satisfactorily complete the Diocesan Religious Education program
- complete Year 10
- satisfy NESA and college attendance, conduct and effort requirements
- attend until the final day of Year 10

Grading

School-based grades for Stage 5 (Year 10) are awarded using information from a student's performance in assessment tasks that comprise the school's formal assessment program. These tasks are devised to address the knowledge and skills objectives and outcomes of the

individual syllabuses (assessment policies, procedures and specific task details are published in the Year 10 Assessment Handbook, distributed to each student early in the Year 10 year).

A student's performance across all tasks is aligned with specific Course Performance Descriptors published in the NESA syllabus documents for each course (the common grade scale is reproduced on the following page). The descriptors will indicate the student's achievement relative to the specific knowledge and skill outcomes of the course. There is no fixed number of each grade that must be awarded in the school.

To achieve well during Stage 5, it is important that students work consistently and conscientiously throughout the two years. An appropriate selection of elective courses will ensure that each student has the opportunity to enjoy her course of study and to achieve good grades.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Program of Study

Students entering Year 9 embark upon a two-year program of study also referred to as Stage 5. This stage of secondary schooling is an especially important one, for several reasons:

It is during Years 9 and 10 that students establish and consolidate the patterns of organisation and application that are major determinants of success in the Higher School Certificate years. The student who aims for senior study should recognise the opportunities provided during Stage 5 and use them to her best advantage.

- The Years 9 and 10 courses allow students to focus on acquiring skills such as data interpretation and analysis, essay construction, utilising reference resources, examination techniques, summarising and note-taking. These skills are not only invaluable for senior courses, but they also provide a sound basis for information processing in the workplace, and for the demands of daily life in society.
- Some courses in the senior school at St Joseph's have entry-level requirements based on achievements in Year 10. In order, then, to keep open their options for the Higher School Certificate, students need to work to the best of their ability during Years 9 and 10.

Students in Years 9 and 10 at St Joseph's study six core subjects and two electives:

Religious Education

English

Mathematics and Science

History and Geography PD/Health/PE

Two 200-hour elective courses (i.e. studied in Year 9 & continuing in Year 10)

Students should consider the following aspects of their learning when choosing their Stage 5 elective courses:

- achievement interest
- challenge

Individual courses are described in the following section. Students are encouraged to consult the Leader of Learning of each course for more detailed information.

Further information about the RoSA and each syllabus can be found on the NESA website at: <http://educationstandards.nsw.edu.au>

**Before making a choice of electives read the information
for all courses carefully**

***Description of
courses Compulsory
subjects
Years 9 and 10
2026-27***



2026–27 English

Course description

The aim of English in Years 7–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

What will students learn about?

Students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected. They engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world.

Students also study texts that give experience of intercultural and diverse experiences, and a range of cultural, social and gender perspectives, including from popular and youth cultures. Students experience at least one Shakespearean drama in Stage 5 (Years 9 and 10).

What will students learn to do?

By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Course requirements

The study of English in Stage 5 (Years 9–10) requires experience of at least two works each of extended prose, collections of poetry, film, drama texts and a range of texts inclusive of short prose, visual, spoken, multimodal and digital texts.



2026 Geography

Stage 5 Geography will be taught in 2026 with Stage 5 History being taught in 2027.

Course description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

What will students learn about?

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. The key concepts covered in this course will be place, space, environment, scale, sustainability and change.

Which topics will students study?

- Environmental Change and Management
- Changing Places
- Human Wellbeing
- Sustainable Biomes

What will students learn to do?

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions and may take action to address contemporary geographical challenges, considering alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

2027 History

Stage 5 Geography will be taught in 2026 with Stage 5 History being taught in 2027.

Course description

History develops in young people an interest in and enjoyment of exploring the past. The study of History provides opportunities for examining events, people and societies that have made an impact on each student's current context. It also strengthens an appreciation and understanding of civics and citizenship. History is mandatory in Stage 5 and has been designed to provide students with an understanding of the modern world from 1750 to the present and Australia's development within the modern world. Students will also develop the skills required for the effective study of history.

What will students learn about?

The Stage 5 curriculum provides the opportunity for Year 10 students in Terms 1 and 2 to study the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). Australia's role in these two conflicts is examined.

The history of the modern world and Australia from 1945 to the present follows in Terms 3 and 4. The first topic in this part of the course is a school-based unit on the Holocaust. The twentieth century became a critical period in Australia's social, cultural, economic and political development. Of significance is the struggle for rights and freedoms for groups in Australian society, particularly for Aboriginal people. 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.

What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Particular course requirements

All students must complete a site study in Stage 5.



2026–27 Mathematics

Course description

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication.

Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate this expansion of ideas, providing access to new tools for continuing mathematical exploration and invention. Mathematics is integral to scientific and technological advances in many fields of endeavour. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is for students to:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

What will students learn about?

The essential content for Mathematics in K–10 is structured using:

One process strand	Three content strands
working mathematically	<ul style="list-style-type: none"> - number and algebra - measurement and geometry - statistics and probability

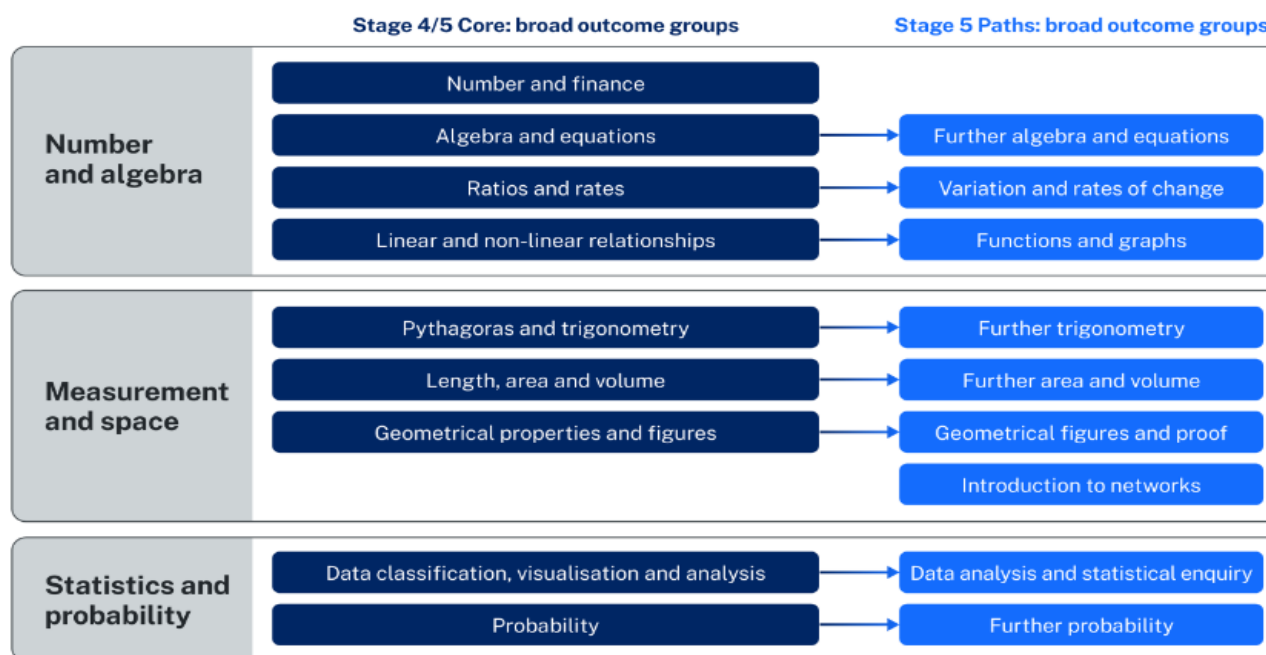
What will students learn to do?

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling. Each strand is linked to an objective.

Strand	Objective
working mathematically	Students will develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
number and algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalization
measurement and geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
Statistics and probability	Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements

Pathways of learning in Mathematics

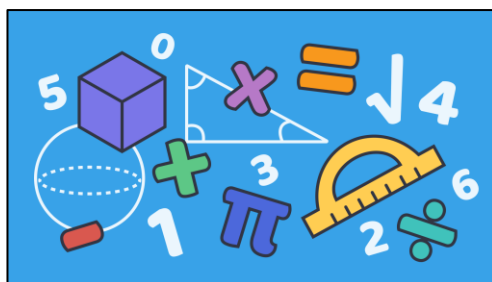
Working mathematically through communicating reasoning, understanding and fluency, and problem solving



The Core–Path structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. All students will cover the Core outcomes which provide the foundation for Mathematics Standard in Stage 6. The Path outcomes are used to prepare students for the higher Stage 6 Mathematics courses.

Students will be placed into classes based on their Maths results at the end of Year 8. At the end of each year in year 9 and 10, results are re-assessed, and some students will move classes based on their results.

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with special education needs, for whom the Stage 4 and/or Stage 5 outcomes and content of the Mathematic K–10 Syllabus are not appropriate.



2026–27 Religious Education

Religious Education is a mandatory course at St Joseph's Catholic College. It is studied for 200 hours over Years 9 and 10.

Course description

Religious Education enables students to develop knowledge and understanding of Christianity in the Catholic tradition. It strives for our students *to know Christ and to love learning through accompaniment, encounter and transformation*. It is designed for all students and is of value to both Catholic and non-Catholic students.

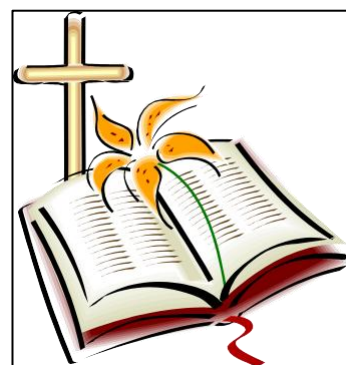
Religious Education at St Joseph's College is a crucial component of the College's Catholic Life and Mission. This dimension of the school encompasses the spiritual and intellectual aspects of Christianity in the Catholic tradition.

What will students learn about?

The aim of this course is to develop students' awareness, understanding and appreciation of the richness of the Catholic tradition founded in the sacred scriptures and embedded in the life of the Church, so that they may participate critically and effectively in the Church within wider society. Students will focus on how we discover, celebrate, understand and find ultimate meaning in our lives.

Topics studied are as follows:

- exploring ancient words
- called to heal and serve
- living a loving life
- the search for meaning
- encountering Jesus through the Gospel of Luke
- the power of Catholic Social Teaching
- the story of the Church



2026–27 Science

Course description

This course develops students' knowledge, understanding, values and attitudes in Science and skills. Through topics studied they should be able to explain and make sense of the biological, chemical, physical and technological world. This enables them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?

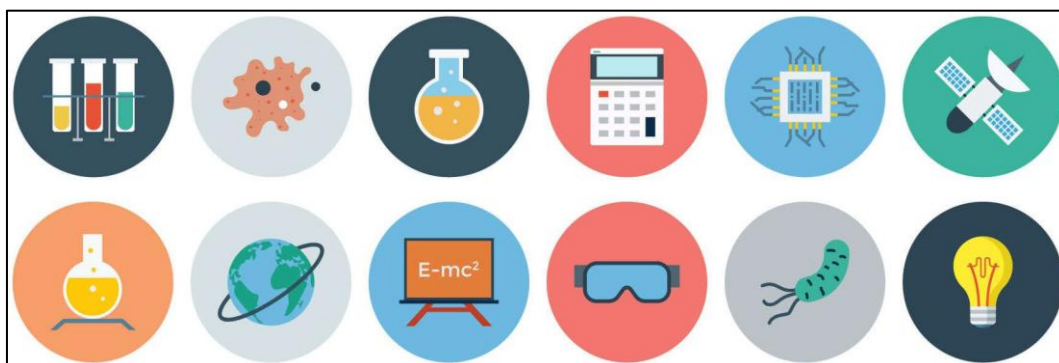
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidence-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. Students will complete an open-ended investigation during stage 5.



Description of courses

Elective subjects

Years 9 and 10

2026-27



2026–27 Aboriginal Studies

Course description

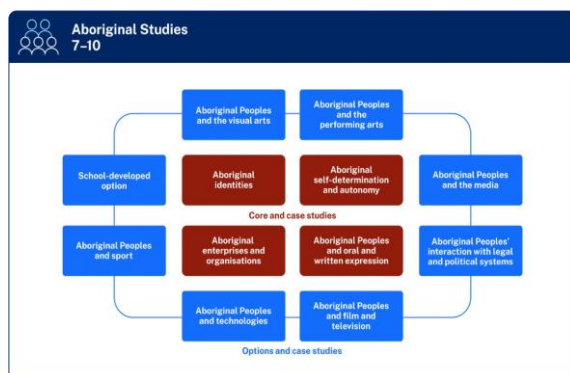
Aboriginal Studies provides students with the opportunity to develop their knowledge and understanding of Aboriginal Peoples, histories and Cultures. Students recognise and develop respect for the Knowledges and Practices of Aboriginal Peoples as the oldest living, continuous Cultures in the world. Students develop an appreciation of Aboriginal identities and the historical and contemporary experiences of Aboriginal Peoples. This deep insight can support respectful, inclusive and reciprocal relationships with Aboriginal Peoples and Communities.

What will students learn about?

Aboriginal Studies develops knowledge of Aboriginal Peoples' experiences, including historical inequalities, contemporary issues, racism in Australian society and the range of relationships between Aboriginal Peoples and non-Aboriginal people. Students develop an understanding of the diversity of Aboriginal Peoples and the interconnections of Country, Culture and Community. They recognise the importance of Country/Place and spirituality to Aboriginal and Torres Strait Islander Peoples. Students develop an understanding of the roles of Aboriginal Peoples and Communities at local, regional, national and international levels, and the importance of self-determination and autonomy to Aboriginal Peoples. The study of Core units with elective units that will be decided by the class as outlined below.

What will students learn to do?

Students develop ethical research skills and apply Community consultation protocols, including recognising and applying Indigenous Cultural and Intellectual Property (ICIP) protocols. They engage with a variety of technologies to develop and share their understandings. Aboriginal Studies can contribute to ethical and empathetic understandings that support students' personal, social, cultural, academic and professional development. With this knowledge, students can become active and informed advocates for a just and inclusive world. Aboriginal Studies will balance academic studies with hands on experience of traditional Aboriginal knowledges and on country local experiences to support the understanding and perceptions of our First Nations peoples.



2026–27 Child Studies

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts. Many class activities have practical experience.

By the end of Stage 5, students identify factors which influence an individual's or couple's decision to become a parent and describe the physical, social and emotional changes experienced during pregnancy. Students develop their understanding of reproduction and conception and explore support available to mothers as they prepare for birth. They have opportunities to identify preventable disabilities and illnesses relating to lifestyle habits. Students examine various cultural responses to parenting styles and family roles and responsibilities and assess their impact on a child's development.

Students identify the physical characteristics and needs of newborns and strategies to promote their safety and wellbeing. They develop their understanding of the characteristics of growth and developmental milestones, and support networks which may assist parents with monitoring and encouraging their child. Students investigate types of play-based learning and assess play choices, environments and activities in terms of suitability, sustainability and safety. They describe the symptoms, treatment and preventative strategies relevant to a range of common childhood diseases and injuries and explore strategies which promote child safety in potentially hazardous situations. Students develop their knowledge of the nutritional needs of children and examine contemporary issues related to food and nutrition. Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children and describe how childcare services can play an active role in increasing knowledge and appreciation of cultural differences. They examine the importance of cultural heritage, identity and kinship in Aboriginal cultures and explore education and enrichment activities for Aboriginal children. Students evaluate the impact of different types of technology on the wellbeing and development of children and explore strategies to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children.

Students develop an understanding of the diverse needs of children and identify the formal and informal support and resources available to optimise health and wellbeing. They explore the various enrichment activities and educational settings available to children and families. Students identify the range of childcare services available and examine the roles and responsibilities of childcare providers. They explore career opportunities which involve working with children and recognise the qualities required to be successful in these industries.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.



Modules

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- The diverse needs of children
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- Childcare services and career

2026–27 Commerce

Course description

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. Commerce develops students' ability to research information, apply problem-solving strategies and evaluate options to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

What will students learn to do?

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. Students will develop their research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.



2026–27 Dance

Course description

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.

What will students learn about?

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

What will students learn to do?

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



2026–27 Design and Technology

Course Description

Design and Technology provides students with the ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

What will students learn about?

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

What will students learn to do?

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.



2026–2027 Drama

Course description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of play building in every 100 hours of the course. Play building refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, Melodrama, non-realistic theatre, physical theatre, street theatre, mask, and protest theatre. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Year 9 Drama

- Improvisation
- Physical theatre
- Melodrama
- Monologue
- Non-realistic theatre

Year 10 Drama

- Elements of production
- Issue-based play building
- Protest theatre
- Performance project: Bullying Show



2026–27 Food Technology

Course description

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.

What will students learn about?

Students will learn about 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 service and catering
• food equity	• food for special needs
• food product development	• food for special occasions
• food selection and health	• food trends

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently. *Students need to supply a tea towel and container to take their food home after practical lessons.* Aprons and other equipment is supplied.

This subject incurs a fee for food and materials used in the classroom.



2026–27 French

Course description

The Year 9 – 10 French course is designed to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in French. They cover a wide variety of topics including housing, hobbies, getting around French towns, weather, holidays past and future, entertainment, daily activities and chores, and future plans for themselves and a sustainable environment.

They will explore the nature of languages as systems by making comparisons between English and French.

Students will also develop intercultural understandings by reflecting on similarities and differences between French and English.

What will students learn to do?

Students will develop the skills to communicate in French. Students will actively participate in classroom activities using a sequencing of language instruction that begins with modelling and awareness raising of chunked phrases, using lots of oral repetition and games for retrieval practice. They will then begin structured processing and practice their reading, writing, translation and listening skills through a variety of teacher prepared resources and authentic texts. These skills will expand their language knowledge leading to spontaneity and autonomy of the language.

Students will continue their French studies using Education Perfect, The Language Gym and Sentence Builders that the teacher will provide all resources and online access to.

Students will also continue learning about French culture and French traditions through reading, ICLT and the media.

Students will develop a capacity to interact with people, their culture and their language.



2026–27 Historical Horizons (Elective History)

Course description

Historical Horizons would provide an opportunity for students to further their love of History outside of the scope of the mandatory History syllabus.

The broad nature of the History Elective syllabus provides opportunities for student voice and agency in their study of history.

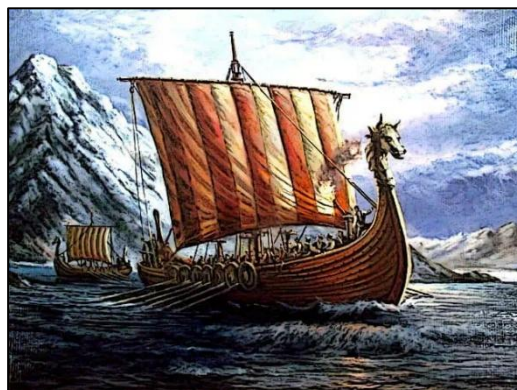
What will students learn about?

Year 9	Year 10
Constructing History: <ul style="list-style-type: none"> Historical Hoaxes Cold Cases Conspiracy Theories 	Crime and Punishment <ul style="list-style-type: none"> Robin Hood Jack the Ripper
Heroes and Villains	Terrorist or Freedom Fighter <ul style="list-style-type: none"> Northern Ireland Modern Terrorism
The Assassination of JFK Case	Invasion of Expansion <ul style="list-style-type: none"> Wild West Piracy
Study – The Vikings	Women through History
Archaeology – The King in the Carpark (Richard III)	

What will students learn to do?

Studying Historical Horizons will support our students in becoming educated, active global citizens. This is significant as informed citizens contribute to a more just society.

By examining historical figures and events, students will develop skills in critical thinking, empathy, problem solving, research and analysis. History also provides the perfect opportunity for students to develop their literacy skills in terms of using historical evidence to construct well-reasoned explanations and informed arguments about the past.



2026–27 Industrial Technology – Timber

Course description

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 undertake one course in Industrial Technology and focus on the area of **timber**.

What will students learn about?

All students will learn about the properties and applications of materials associated with timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality wooden, practical projects. Students learn to select and use a range of timbers for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information in the form of a folio, relating to each project.

This subject incurs a fee for materials used in the classroom and students also need to supply some items to finish projects.



2026–2027 International Studies

Course description

International studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen. International studies provides students with an opportunity to explore and recognise their own culture and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but is not limited to, this region.

What will students learn about?

Students will develop knowledge and understanding to recognise the complex, diverse and dynamic nature of cultures and identify the increasing interconnectedness of cultures in the contemporary world.

Students will develop the values of respect for the diversity of cultures, individual and social responsibility, co-operation between and among cultures and groups, empathetic understanding, equity and social justice.

What will students learn to do?

Students will develop skills to apply critical literacy in recognising and challenging stereotypes and develop effective tools for successful intercultural communication and understanding.



2026-27 Japanese

Course description

The Stage 5 Japanese course is designed to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

What will students learn about?

Students develop the knowledge, understanding and skills necessary for effective interaction in Japanese. They cover a wide variety of topics including personal information, family, daily routine, school life, fashion and transport. The study of hiragana, katakana and kanji scripts develops visual and interpretive skills.

They will explore the nature of languages as systems by making comparisons between English and Japanese.

Students also develop intercultural understandings by reflecting on similarities and differences between Japanese and English.

What will students learn to do?

The Stage 5 Japanese course will provide students with a variety of opportunities to develop practical skills in listening, speaking, reading and writing. An emphasis on speaking and listening skills requires students to actively participate in all class tasks.

Students learn to maintain communication in authentic situations and continue their study of hiragana, katakana and kanji characters. As script is an extremely important part of studying the Japanese language, students are required to be self-motivated in their approach to their Japanese studies, spending time on revision and practice each day.

Students will continue their study of the culture of Japan and Japanese communities through media such as television and film. They will also explore the way meaning is conveyed by comparing and contrasting features of the Japanese language.



2026–2027 Marine and Aquaculture Technology (Marine Studies)

Course Description

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments. Marine and Aquaculture Technology fits into an emerging field of study relating to the sustainability of fragile marine environments. It provides a framework for developing knowledge and skills to both use and protect unique marine ecosystems, appreciate local biodiversity, develop scientific literacy and safely participate in water-based leisure activities.

What will the students learn about?

Students participate in a range of interrelated theory and practical activities including exploration of local rock platforms and estuaries, examination of marine life in tropical, temperate and cold-water ecosystems, eco-tourism, marine disaster case studies, the psychology of fear and influence of media, the impact of climate change and proactive solutions to the ecological consequences of human activity.

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Additionally, students learn how to identify dangerous marine creatures, recognise marine plant and animal adaptations, snorkelling skills in closed and open water, maintain equipment used in a salt water and complete a sailing and motorboat licensing program.

Marine and Aquaculture Technology Years 9 & 10 – Stage 5 Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete modules from a wide range. These **may** include:

Year 9 – Core 1 and five option modules

Core 1 Module – Introduction to Marine and Aquaculture Technology

Option Modules :

- Rock Platforms
- Dangerous Marine Creatures
- Saving Our Marine Environment
- Snorkeling
- Open Water Snorkeling



Year 10 – Core 2 and six option modules

Core 2 Module – Skills, Management and

Employment Option Modules:

- Motorboats
- Sailing
- Fish Biology
- Antarctica
- Tourism and Marine Employment
- Personal Interest Project

Essential Requirements:

- Students must be highly competent swimmers and be willing to participate in pool, ocean and rock pool activities.
- Students will need appropriate non-slip footwear or rubber soled booties for rock pool exploration.
- Students must provide their own snorkeling equipment – mask, snorkel and fins.

2026–27 Music

Course description

All students should have the opportunity to develop their musical abilities and potential. As an artform, 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 activity that reflects the real-world practice of performers, composers and audiences.

What will students learn about?

In both the mandatory and elective courses, students will study 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.

The mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The elective course requires the study of the compulsory topic Australian music, as well as several optional topics that represent a broad range of musical styles, periods and genres.

Musical styles, periods and genres are selected equally from the groups below:

Group 1	Group 2
<ul style="list-style-type: none"> • Baroque music • classical music • music of the 19th century • medieval music • music of the Renaissance • art music of the 20th & 21st century • music of another culture • music for small ensembles • music for large ensembles 	<ul style="list-style-type: none"> • popular music • jazz music • music for radio, film and TV • music of another culture • music for small ensembles • music for large ensembles • rock music • music and technology

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. Through the incorporation of ICLT and numerous software applications, students will have access to digital recording studios and professional composition software. These new technologies will be integrated into all programs.

The study of the concepts of music underpins the development of skills in performing, composing and listening:

- **perform** through singing, playing and moving, music in a range of musical contexts, as a soloist or a member of an ensemble
- **compose** using different forms of musical notation and technology, as individuals or in small groups, music that represents the topics studied
- **listen** to and analyse a range of repertoire, identify how concepts of music have been used and manipulated in a range of repertoire, respond to the range of repertoire used for listening

2026–27 Physical Activity & Sports Studies

Course description

This course provides an extension of both theoretical and practical aspects of the compulsory Health Studies course studied in Years 7 – 10. It is of particular interest to students keen to learn about practical physical education, activities and sports, and to those interested in the science of body movement. The course offers an insight into the Year 11 and 12 PDHPE courses.

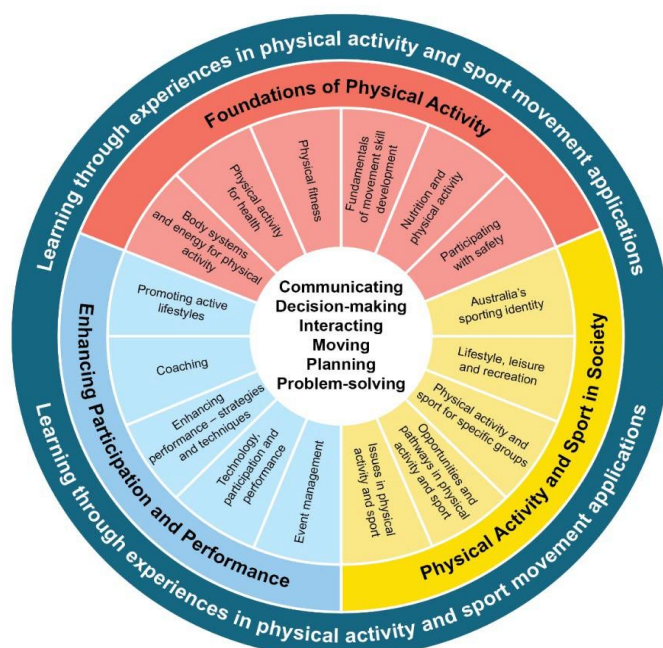
What will students learn about?

There are three areas of study:

- Study 1: Foundations of Physical Activity
- Study 2: Physical Activity and Sport in Society
- Study 3: Enhancing Participation and Performance

Modules from the Area of Study *Foundations of Physical Activity* could include body systems and energy for physical activity; physical activity for health; physical fitness; fundamentals of movement skill development; nutrition and physical activity; and participating with safety.

Modules from the Area of Study *Physical Activity and Sport in Society* could include Australia's sporting identity; lifestyle, leisure and recreation; physical activity and sport for specific groups; opportunities and pathways in physical activity and sport; and issues in physical activity and sports. Modules from the Area of Study *Enhancing Participation and Performance* could include promoting active lifestyles; coaching; enhancing performance – strategies and techniques; technology, participation and performance; and event management.



2026–27 Photographic and Digital Media

Course description

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 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.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, filmmakers, computer/digital and performance artists make photographic and digital media works. Students learn about the creative aspects of photographic practice including composition, viewpoint, depth of field and visual elements.

Students learn about 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. Interpretations and explanations of content will also be explored through Practice, the Conceptual Framework and the Frames. They also explore how their own lives and experiences can influence their making and critical and historical interpretations.

What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICLT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making and critical and historical interpretations. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience and the Frames to make and study photographic and digital media artworks.

Students learn to use programs such as Photoshop included in Creative Cloud and to set up and use a studio to shoot subjects such as portraits and still-life, create a magazine cover design, cyanotypes of images and basic wet darkroom photography. They will also learn to create images through scanning objects and create a video using editing software.

Course requirements

- Students are required to have a functioning digital camera.
- Students are required to have a USB memory stick specifically for this course.
- Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal. Students are provided with a journal and access to printing (included in school fees).

2026–27 Visual Arts

Course description

Visual Arts provides opportunities for students to enjoy making, responding to and studying 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, understand and write about their contemporary world.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, printmakers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies. Students also develop their knowledge of the Cultural, Subjective, Structural and Postmodern Frames.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D and 3D traditional, contemporary and ICLT forms, to build a body of work overtime. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to document their artmaking practice in their Visual Arts diary.

Course requirements

Students are offered opportunities to produce artworks in a range of media areas including drawing, painting, photography and digital manipulation, printmaking, ceramics and sculpture. They will also study the artmaking practice of a range of artists across time and place.

Students are required to document their practice in a Visual Arts Diary.

Students will be provided with a Visual Arts Diary and the materials they will use throughout the course.



2026–27 Ignite Mathematics (Extension Maths Elective) – See Cross Campus flyer at the back of this book

Course Description

This course is designed for talented mathematicians who are interested in using mathematics to solve problems and understand the world around us. The course uses a range of interesting, engaging and challenging tasks to build students **understanding, fluency, problem-solving** and **reasoning of key mathematical concepts**. This course will be beneficial for students considering Extension Mathematics Courses in Years 11 and 12 but it is not a prerequisite.

Course Information

- This course is a **Broken Bay Cross Campus Course**, meaning students will be in a virtual class with other talented Mathematics students from the Diocese. Students will have a teacher who will work with the cross-campus class.
- This is a course designed for talented mathematicians **by invitation only**. Invites will be issued to selected students.
- This course is offered in a **Blended Mode of Delivery**. Students will complete **four periods online** and **two periods face-to-face each fortnight** (including Zoom).

What students learn

The two-year (200 hour) course consists of ten topics:

Year 9

- Topic 1: Problem Solving in Mathematics
- Topic 2: Code Breaking
- Topic 3: Algebra and Number Theory
- Topic 4: Chance and Probability – a problem of counting
- Topic 5: An Introduction to Vectors

Year 10

- Topic 6: Mathematical Modelling
- Topic 7: Understanding Statistics
- Topic 8: Algebra and Proof
- Topic 9: Vectors and Matrices
- Topic 10: Number Systems – there is another dimension

Please note – Students who wish to complete this course will select this elective by returning the invite slip to Mrs McArdle. It will not be an option on the online subject selection method.

WHAT ARE CROSS CAMPUS COURSES?

Cross Campus Courses are courses designed and taught by educators in our diocese. They enable students from various schools in our system to come together for elective subjects that interest them. The courses are accessed via a blended learning model. Students will work through online materials individually some days and join in group lessons at other times at a selected campus or via teleconferencing platforms.

WHAT ARE THE BENEFITS OF CROSS CAMPUS COURSES?

Cross Campus Courses allow the diocese to match students spread across the system with specialist teachers. They allow schools to offer more niche subjects whilst ensuring students are supported by a dedicated specialist teacher. These course specialists can work with schools to ensure the students and their families enjoy the same level of pastoral care as they would in a regular school-based course.

HOW ARE CROSS CAMPUS COURSES DIFFERENT TO OTHER DISTANCE EDUCATION COURSES?

Unlike some other forms of distance education, Cross Campus Courses have a designated teacher allocated to each class. Schools, students and parents can communicate with this teacher in the same manner as a school-based course. Students may be required to purchase a textbook or other resource for the course but generally participation in a course will be free or kept to a minimum administrative fee.

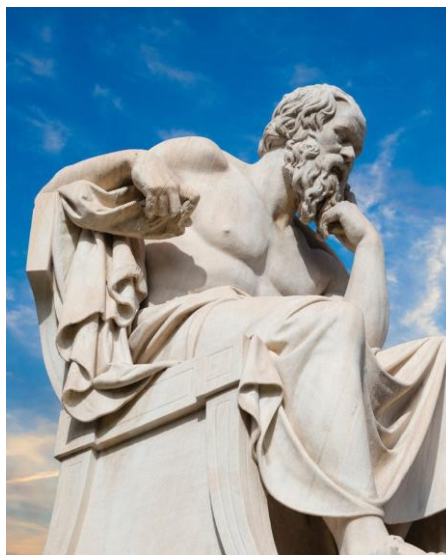
The 'uni style' and individualised way of learning provided me the space to discover who I am as a learner and how I can apply this to all areas of my life. I was able to take away skills such as the ability to work one on one and within a team, study independently, and time manage; these are skills I will carry with me going forward.

CROSS CAMPUS CENTRE CONTACT

Liberty Campbell liberty.campbell@dbb.catholic.edu.au Student Achievement | Learning Partner
Cross Campus Centre



CROSS CAMPUS CENTRE: 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.

WHO CAN TAKE THIS COURSE?

You can join this course in Year 9 or Year 10, and have the option of studying for both years or just one year. Don't miss out on these exceptional experiences designed to enrich your educational journey!

CROSS CAMPUS CENTRE CONTACT

Liberty Campbell liberty.campbell@dbb.catholic.edu.au

Student Achievement | Learning Partner Cross Campus Centre

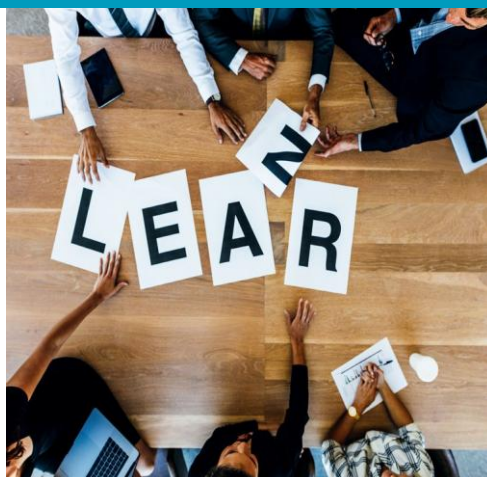
ARE THERE ANY PRACTICAL COMPONENTS OR EXCURSIONS ASSOCIATED WITH THIS COURSE?

Yes! Our course goes beyond the online classroom, offering exciting face-to-face networking opportunities with your classmates and immersive excursions that bring philosophy to life. Experience ethical leadership up close at the Sydney Jewish Museum, listen to guest speakers such as Hugh McKay and dive into the world of aesthetics at the Art Gallery of NSW. These special experiences provide a unique opportunity to see philosophy in action, enhancing your learning and understanding of the course material in real-world settings.

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.





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The 'uni style' and individualised way of learning provided me the space to discover who I am as a learner and how I can apply this to all areas of my life. I was able to take away skills such as the ability to work one on one and within a team, study independently, and time manage; these are skills I will carry with me going forward.



CROSS CAMPUS CENTRE: STAGE 5 ENTREPRENEURSHIP COURSE



WHY IS THIS COURSE FOR ME?

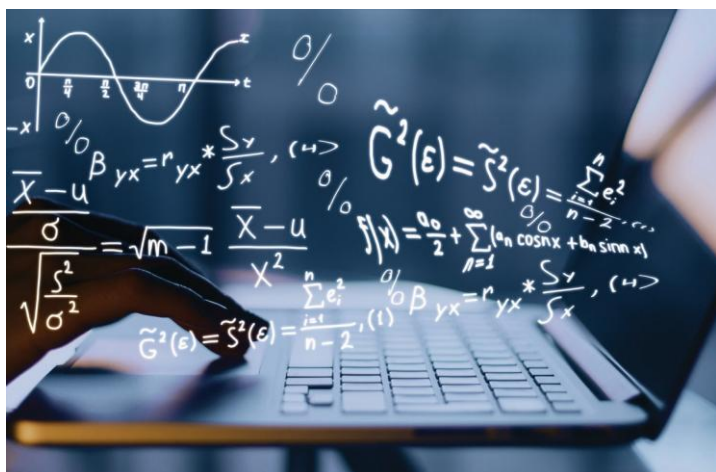
Immerse yourself in the dynamic world of entrepreneurship with our course designed to spark your innovative thinking, strategic analysis, and problem-solving skills. Explore key areas like Business Strategy, Marketing, Economics, and Social Impact. Engage in practical projects, case studies, and interactive 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 OR EXCURSIONS ASSOCIATED WITH THIS COURSE?

Absolutely! Beyond hands-on projects and real-world assessments, our course offers enriching experiences through guest speaker sessions, networking opportunities with fellow online classmates, and thought-provoking excursions. Engage with industry leaders and entrepreneurs who share invaluable insights and experiences. These practical components, coupled with interactive experiences, prepare you for the ever-evolving business world, making this course an immersive and comprehensive entrepreneurial education.



CROSS CAMPUS CENTRE: 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

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.

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. Zoom lessons are held once a fortnight with your teacher.

COURSE TOPICS INCLUDE:

- Probability
- Vectors & Proofs
- Codes & Ciphers
- Algebra – Techniques, Series & Sequences
- Complex Numbers



CROSS CAMPUS STAGE 5 ELECTIVE | THE JAPAN EXPERIENCE COURSE



WHAT WILL MY LESSONS BE LIKE?

This is a blended learning course which means that you will learn via a combination of:

Online course content on the Canvas platform that you can access and work on at any time. This means you can spend more time on tasks you need or want to, but do not need to wait for the class if it is something you already know a lot about or can do easily.

THE BIKKURI BAKO

This translates as “surprise boxes”. 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 or attempting to identify what the item is used for or where it is from in Japan. Instructions about how to do this will be shared during the class zoom for that week. If you are having difficulty with a task, you are encouraged to contact your teacher Sullivan Sensei or Mrs Liberty Campbell. We are there to help you!

CROSS CAMPUS STAGE 5 ELECTIVE | THE JAPAN EXPERIENCE COURSE



WHO IS THIS COURSE FOR?

This course is suitable for a range of students including:

- Students wanting to participate in the Japan Tour
- Students wanting to study the Japanese Beginners HSC course in Stage 6
- Students planning on traveling to Japan in the future with their family and friends
- Students who have an interest in Japanese language and culture and would like to know more
- Students who are currently taking the NESA Stage 5 Japanese language course and would like to deepen their knowledge with a second elective in this field. Students who may have Japanese heritage, for example a parent or relative who was born in Japan.



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

You will be invited to attend several Face-to-Face days throughout the year. These may include:

Experience 1: Sydney CBD

How aware are you of the influence of Japanese culture on Sydney? Sullivan Sensei will take you on a guided tour of the CBD where you will visit Japanese businesses and learn about how these products and services fit into Japanese culture.

There will be an opportunity to taste test some products and students will have free time to purchase their own Japanese lunch.

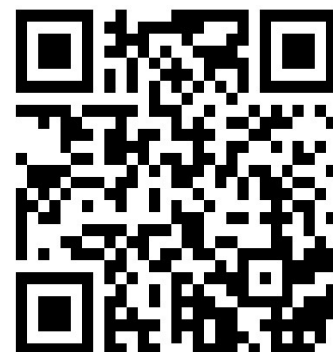
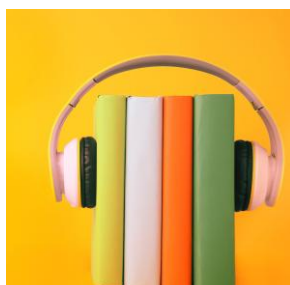
Experience 2: さどう Tea Ceremony

How much do you know about green tea? This workshop will deepen your knowledge of all things "green tea" from macha flavoured modern snacks to the difference between usucha and koicha.

Experienced Sadou teacher Mihoko Sensei from the Chado Urasenke Tankokai Sydney Association will perform a tea ceremony for the students. If you don't think you will like green tea, don't worry as you will also have the chance to taste Sullivan Sensei's homemade okashi sweets and test your own cooking skills to create a chrysanthemum shaped azuki bean paste-filled nama wagashi.

Experience 3: Personal Experience Project Expo and けんどう This day will include a Kendo (bamboo sword fighting) demonstration and discussion of your PEP.

The Cross Campus Centre Presents: The Writer's Collective Course



Why is this course for me?

This course is aimed at the budding writers and storytellers of the new generation and is available as a one year course for students in Year 9 or 10. You will be undertaking a variety of challenging and thought-provoking writing challenges, that will allow you to pursue your passion for writing in your own way!

How will my learning be assessed?

Throughout the course you will be creating a multi-modal digital collection of your personal works, of which certain pieces may be submitted for assessments tasks. The course has a flexible approach to creativity, allowing you to respond to most of the writing prompts in your chosen format: narrative, poetry, podcast, discursive and more.

How will this benefit me in my career?

This course exposes you to quality model texts and builds essential skills for Senior English. It also builds skills relevant to careers such as journalism, content writing, publishing, education or a career as an author; and for those considering a career in podcasting or content creation we have you covered!

