Stella Maris
COLLEGE MANLY

Senior Courses Handbook

2024

Stage 6 - Years 11 and 12

Contents

Introduction

On reading this booklet you are planning your move into Year 11, an exciting time when you make the decisions that steer your education. It is important that you have a full understanding of the courses available, their requirements, the commitment required from you and your responsibilities as a learner. You can then make the most of your talent and the opportunities presented to you.

The journey towards attaining your HSC requires organisation, hard work and balance. The latter is the most important. A balance between study, sleep, family and friends, ensures you will make good decisions, complete your best work and maintain perspective. There are many pathways possible after the HSC and you will be an expert in managing time, juggling priorities, getting the job done and moving forward, which will set you up for success on any pathway.

Stella Maris offers a broad range of subjects and other opportunities that meet the needs of students at the College. You have the opportunity to study a pattern of courses that will allow you to continue your educational journey to university, TAFE, private colleges or to enter directly into the workforce. It is important to choose subjects wisely. Consider the subjects that you are good at, those that you are interested in and those that are relevant to your career aspirations. Choose for yourself, not for your friends and most importantly push yourself so that you make the most of your ability.

There are many people within Stella Maris College who can assist you with your course selection. It is important that you discuss your options with people who know you well, staff who are familiar with the course details and our Careers Adviser, Mrs Lisa Walsh, who is up to date with tertiary courses and their requirements. Students who have been successful in the past have invested time and energy in their course selection.

We - parents, teachers and you- are on this journey together. We all have a common goal. That is, for you to leave Stella Maris, with a great education, hope-filled and inspired to make a difference. We encourage you to seek support when you need it, to use the Stella Tutors after school in the library, to work collaboratively with other students and to communicate with your teachers, especially when you need help.

At Stella Maris, seniors lead by example. We ask that you enrich the spirit of the College by welcoming people to our community, by promoting peace and justice, and by showing wise stewardship of our environment. We expect that you will show your support of the College by your daily attendance at school and at all College events. This will also keep you connected with the Stella community and provide that sense of belonging that will make you feel happy and at home.

We wish you well for this very exciting new beginning in your journey.

The Higher School Certificate Program at Stella Maris College

General Information

The Higher School Certificate program usually involves the study of Preliminary Courses in Year 11 and HSC Courses in Year 12. A Preliminary course in a subject must be completed in order to take that subject in the HSC year.

While most students will follow a two-year pattern of study in Years 11 and 12, it is possible to complete the HSC courses over a period of five years. This pattern of study requires consultation between many groups and final approval by the Principal.

Courses may have a value of 1 unit or 2 units. This aligns with the amount of time allocated and the mark value of the course

2 unit courses	1 unit courses
120 hours per year or 7 periods/fortnight	60 hours per year or 4 periods/fortnight
100 marks	50 marks

New South Wales Education and Standards Authority (NESA) administer the HSC and set rules to ensure fairness and equity for all students and to maintain the high standard of the HSC credential.

Click to learn more about NESA

NESA Requirements for the Award of the Higher School Certificate

To be awarded the HSC you must:

1 Study a minimum of 12 units in the Preliminary year and a minimum of 10 units in the HSC year. Both the Preliminary year and the HSC year must include the following:
- At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
- At least three courses of 2-unit value or greater
- At least four subjects

2 Satisfy the course completion criteria for each course

3 Have made a serious attempt at the required Higher School Certificate examinations

4 Have demonstrated the minimum standard in literacy and numeracy.

5 Have completed HSC: All My Own Work

There are some additional points to note about studying for the HSC at Stella Maris College:

- All students must study 1 or 2 Unit Studies of Religion in the Preliminary year.
- Students can either select Extension 1 English OR Extension 1 Mathematics, but not both.
- Students selecting an Extension course in Year 11 can only select Studies of Religion 1.

- Most students will satisfy the minimum standards in literacy and numeracy while in Year 10. If not, we will work with them through Years 11 and 12, providing many opportunities to get there.
- Students complete the HSC All My Own Work unit as part of the Advancement Program at the end of Year 10

HSC Marks

The final HSC mark in a course is made up of two components:

- School based assessment tasks contribute 50%
- Externally marked HSC examination/ components contribute 50%

HSC marks for 2 unit courses are reported on a scale of 0 to 100.

The marks correspond to six performance bands.

Band	Marks
6	90-100
5	80-89
4	70-79
3	60-69
2	50-59
1	< 50

To be awarded a mark, students have to complete courses to an appropriate standard.

This means that students must:

1 follow the course developed or endorsed by NESA
2 apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3 achieve some or all of the course outcomes
4 complete work that comprises in excess of 50% of the available school assessment marks
5 make a serious attempt at the HSC examination

The Australian Tertiary Admission Rank (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of a student's overall academic achievement in the NSW HSC in relation to that of other students. It is a rank, not a mark, that universities use to select students for their courses.

ATARs are usually made available when students receive their HSC results from NESA. They are calculated and released by UAC (Universities Admissions Centre).

The ATAR set for course entry is determined by the popularity of the course at that university

eg. the ATAR for a Bachelor of Commerce at Sydney University might be 95 but the same degree at Newcastle University may require an ATAR of 65.

Eligibility for an ATAR

To be eligible for the ATAR students must satisfactorily complete at least 10 units of HSC courses that have a HSC exam and must include 2 units of English.

For more information on the calculation of the ATAR, visit the UAC website

What types of courses can be selected?

There are different types of courses that can be selected in Years 11 and 12:

Board Developed Courses

Board Developed Courses follow a syllabus set by NESA and have a HSC exam.

Schools and registered organisations can set their own syllabus and have it approved by NESA. There is no HSC examination.

Vocational Education and Training (VET) Courses

These courses contribute to the units required for a HSC and also allow students to gain an industry recognised qualification.

Stella Maris delivers some VET courses, while TAFE or other providers can deliver others. There are fees required for providers outside of Stella Maris College.

Some VET courses have a HSC exam and can contribute to the ATAR, some do not.

Courses and Studies Advice: Making your Decision

When choosing subjects, students should consider the following points:

- Choose subjects you enjoy. You will be more motivated to achieve.
- Choose subjects you are good at. Having success in a subject can be a great motivator. Consult your teachers and look at your results in similar subjects over the last few years. Remember that most subjects are considerably more demanding in the senior years. Learn more about to the NESA website for information on HSC subjects
- Choose subjects that will help you with choices in further study or career goals. From your research into careers and tertiary study, check which subjects are assumed knowledge for particular courses at university e.g. Mathematics and Physics are assumed knowledge for engineering. Sometimes just doing a subject over two years can help you decide if you want to pursue a lifetime in that field.

For more information on subject selection and tertiary courses, please consult:

https://www.uac.edu.au/future-applicants/year-10-students

https://www.uac.edu.au/future-applicants/subject-compass

or contact our Careers Adviser Mrs Lisa Walsh - lisa_walsh@stellamaris.nsw.edu.au

It wouldn't be smart to choose subjects:

- Based on your friends' choices – they may have different abilities and interests to you.
- If you have not enjoyed a subject in Year 10 - your enjoyment of it will not miraculously improve next year.
- Because they were taught by your favourite teachers – they may not take those classes next year.
- Because of rumours about such things as scaling.

Further Information – Major Works

Some subjects have Major Works or Major Projects that contribute to the HSC mark. These include Textiles and Design, Design and Technology, Visual Arts, Drama, Music, Extension 2 English, Extension History, Society and Culture, Multimedia, Dance. All Major Works are due around the same time. Most students can only cope with doing one Major Work.

Courses offered at Stella Maris College

The courses outlined in this document may be offered at Stella Maris College depending on student interest. All courses are Board Developed Courses, unless stated otherwise.

Preliminary courses are Year 11 courses and HSC courses are done in Year 12.

Religion

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At Stella Maris College, all students must enrol in Studies of Religion in Year 11. They may choose Studies of Religion 1 (1 unit) or Studies of Religion 2 (2 units). Religion is not compulsory in the HSC year.

Preliminary Studies of Religion 1

Students study the following three areas:

- The Nature of Religion and Beliefs
- Christianity
- Islam

The Nature of Religion and Beliefs introduces students to the question "why have religions?" They explore the notion that religions and beliefs are a response to the human search for meaning in life. They then look at the features common to all religions and study Australian Aboriginal beliefs and spiritualities as an example.

Students then look at Christianity and Islam as other religions followed by millions of people around the world. They look at their traditions and the impact of the religions and beliefs on the lives of their followers.

Preliminary Studies of Religion 2

2 unit students complete the same topics as the 1unit students plus:

- Religions of Ancient Origin
- Religion in Australia pre-1945
- Judaism

In Religions of Ancient Origin, students study a variety of religions of ancient origin and link them to a common theme - the human search for meaning and purpose.

Religion in Australia pre 1945 takes students back in time, before the second world war. They study the establishment and development of various religious traditions in Australia pre-1945.

The context of the study of Judaism is the same as for the study of Christianity and Islam in Studies of Religion 1.

HSC Studies of Religion 1

Students study the following three areas:

- Religion and Belief Systems in Australia post-1945
- Christianity
- Islam

The focus of Religion and Belief Systems in Australia post-1945 is the study of religious expression in Australia's multicultural and multifaith society since 1945.

Elements of Christianity and Islam studied in the Preliminary Course are covered in greater depth in the HSC study. Students study the influence of a significant person who is part of the story of that tradition. They also explore the ethical teachings of these religions and a significant practice that followers of these religions participate in.

HSC Studies of Religion 2

In addition to the above, HSC Studies of Religion 2 students undertake the further study of the following:

- Religion and Peace
- Religion and Non-Religion
- Judaism

The focus of Religion and Peace involves the concept of 'peace' as understood and revealed in two religions chosen. The sacred texts of the religions are investigated for their links with peace.

The Religion and Non-Religion topic continues the development of the theme - the human search for meaning, but it expands the field to incorporate both religious and non-religious worldviews.

The context of the study of Judaism is the same as for the study of Christianity and Islam in Studies of Religion 1.

Studies in Catholic Thought

This course is a Board Endorsed Course.

There is no HSC exam in this course and it cannot contribute to the ATAR.

Studies in Catholic Thought seeks to develop students' knowledge and understanding of the Catholic Faith and of Christianity. It will explore theology, scripture and philosophy within the Catholic tradition and the Christian life that follows. The course seeks to develop a deeper understanding of the Catholic Church, with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, Studies in Catholic Thought will develop students' ability to use inquiry and evidence-based reasoning skills, through engagement with Catholic teachings and literature.

English

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All students must study 2 units of English to qualify for the HSC.

Stella Maris College offers a choice of four 2 unit courses in English.

- English Studies
- EALD (English as an Additional Language or Dialect)
- English Standard
- English Advanced

English Extension 1 is also offered as an additional third unit of English in Year 11.

Moving Between Courses

It is not possible for a student to do the English Standard course in Year 11 and move to the English Advanced course in Year 12. It is possible to move from the English Advanced course to the English Standard course. Likewise, a student can move from Standard in Year 11 to English Studies in Year 12.

English Studies

English Studies students study a variety of texts including film, poetry, multimedia and a novel. They study texts from a variety of contexts, both contemporary and traditional, including Aboriginal and Asian texts.

The English Studies course is aimed at students who wish to study more practical ways to use English. It covers skills required in the workplace as well as a variety of tertiary training options. Students complete tasks such as essays, group projects, presentations and reports.

Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used to contribute to the student's ATAR. Students who do not sit for the English Studies HSC examination are not eligible for an ATAR.

EAL/D (English as an Additional Language or Dialect)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English

In EAL/D students study a variety of texts such as film, novel and multimedia from a range of contexts including Aboriginal texts, contemporary and traditional literary texts. They write extended responses in a variety of forms including essays, speeches, and creative responses. EAL/D contributes to the ATAR in a similar way to Standard and Advanced English..

English Standard

This course is the most commonly studied English course in the HSC. It is suitable for students requiring an ATAR to pursue tertiary study

English Standard students study a variety of texts such as novel, film, poetry and multimedia. They study quality literature from a variety of contexts including Aboriginal and Asian texts from contemporary and traditional perspectives. Students do not study Shakespeare. Students analyse language forms and features and apply this to their own writing.

English Standard students complete a variety of tasks such as analytical essays, creative responses, multimodal presentations and formal examinations. They develop skills to write in a variety of forms and compose reflective responses on their learning.

English Advanced

This course is suitable for students who achieve above average results in English, and are enthusiastic readers, writers, researchers and students of English.

English Advanced students study a variety of complex texts such as novel, film, poetry, Shakespeare and multimedia. They study quality literature from a variety of contexts including Aboriginal and Asian texts from contemporary and traditional perspectives. Students research and apply critical readings to their textual analysis.

English Advanced students complete a variety of tasks such as analytical essays, creative responses, multimodal presentations and formal examinations. English Advanced students must have superior English skills in critical thinking, reading, writing, interpreting, reflecting and analysing.

English Extension 1

This course requires detailed literary study. It is designed for students who are strong English candidates. A minimum of 3 complex set texts plus related texts of the student's own choosing must be studied. (Note: this is in addition to the 5 set texts and additional texts required for English Advanced) Students are required to complete extensive essays and creative responses, and complete individual research throughout the course.

Students must have well above average English skills and they must regard English as a priority subject to which they will devote extra time and effort.

Students who wish to study 11 English Extension must also choose English Advanced.

English Extension 2 (HSC only)

This course is structured as an additional 4th unit of English and runs in Year 12 only. Students need to be studying Advanced and Extension 1 English to qualify for Extension 2 as well.

Students complete a Major Work that could be in the form of a creative short fiction, critical response essay, suite of poems, or other literary work. They also complete a series of assessment tasks including a Viva Voce and Critique of the Creative Process. Students are required to complete extensive individual research and must be achieving above average results in English Extension 1 to qualify.

A guide to the most appropriate Year 11 English course to choose:

Grade in Year 10 English	Senior English Course
A	English Advanced and English Extension 1
B	English Advanced
C	English Standard
D	English Standard
E	English Standard or English Studies

A letter detailing the recommended English course for each student is provided at the end of Semester 1.

Mathematics

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Mathematics forms an important part of a well-rounded education. Although not currently compulsory in Years 11 and 12, the study of mathematics builds logical, problem-solving capacity and analytical thinking skills, applicable in varied situations and careers.

Students should study mathematics if it is required as assumed knowledge or a prerequisite for entrance into university, it is strongly advised that students check the course descriptions on the UAC website for this information.

In Year 11, there are three courses of mathematics to choose from and students are advised to undertake a mathematics course that is appropriate to both their interests and current level of achievement level. It should challenge them to develop a deeper understanding, hence to improving their level of mastery.

- Mathematics Standard (2 units)
- Mathematics Advanced (2 units)
- Mathematics Advanced with Extension 1 (3 units)

Mathematics Standard

This course is designed for students who want to extend their mathematical skills beyond Year 10, but are not seeking the in-depth knowledge in Mathematics Advanced that includes the study of calculus. It offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The topics covered in this course will look very familiar to those covered in Year 10 and there is an emphasis on applying concepts to real-world applications.

The topics are:

- Algebra: Using formulae, solving equations, linear and non-linear relationships.
- Measurement: error in measurement, units of energy and mass, perimeter, area, volume, working with time, rates, ratio and trigonometry.
- Financial Mathematics: earning and managing money, budgeting, household expenses, interest and depreciation, investments, loans and annuities.
- Statistical Analysis: relative frequency, probability, classifying and representing data, summary statistics, the normal distribution and bivariate data analysis.
- Networks: shortest paths and critical path analysis.

The types of assessment in this course are typically:

- Resourced topic tests (resourced means that you can bring in a “cheat sheet”)
- Topic tests
- Investigations with an accompanying quiz
- Major or formal examinations

All students can study Mathematics Standard regardless of the level of mathematics they completed in Year 10, however, it is expected that students have a sound understanding of the mathematical content presented in Year 10. It requires proficient problem-solving skills, literacy skills and a positive approach to learning mathematical concepts.

Students should be prepared to complete, on average, 35 minutes of homework and independent study each day. Naturally this will increase as assessment tasks are due.

Mathematics Advanced

This is a calculus-based course that offers students the opportunity to prepare for further academic study at university and employment in a changing and increasingly STEM focused workforce.

It is recommended that students have knowledge from several topic areas covered in this course when considering tertiary study. This knowledge is useful in areas such as architecture, biological sciences, business, chemistry, commerce, economics, geology, psychology, social sciences, statistics, and urban and regional planning.

The topics covered in this course will look very familiar to those covered in the Year 10 5.3 course, with some new units:

- Functions: algebraic techniques, function notation and features, the linear function, the quadratic function, cubic and other functions.
- Trigonometric functions: trigonometry in both right and non-right-angled triangles, radian and circular measure, trigonometric identities, and solving trigonometric equations.
- Calculus: gradients of tangents, differentiation techniques, graphing functions, optimization problems and integral calculus.
- Exponential and Logarithmic Functions: Logarithm laws, the exponential function and its graph.
- Statistical Analysis: probability, Venn diagrams, discrete probability distributions, bivariate data analysis and random variables.
- Financial Mathematics: investments, loans and modelling with arithmetic and geometric series.

The types of assessment in this course are typically:

- Resourced topic tests (resourced means that you can bring in a “cheat sheet”)
- Topic tests
- Investigations with an accompanying quiz
- Major or formal examinations

Students must be prepared to work very hard to understand the difficult concepts they will encounter in this course. It is suitable for students who have demonstrated a thorough understanding of concepts covered in Year 10 Stage 5.3 Mathematics.

Students should be prepared to complete, on average, 45 minutes of homework and study each day. Naturally this will increase as assessment tasks are due.

Mathematics Extension 1

This is a 1-unit extension course studied in conjunction with Mathematics Advanced, giving a total of 3 units of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Extension 1 provides a solid foundation for progression to further study in mathematics or related disciplines such as actuarial studies, computer sciences, statistics, finance, physics and engineering.

Topics studied include:

- Permutations, Combinations and Binomial Theorem
- Inverse functions
- Related rates of change
- Exponential growth and decay
- Polynomials
- Vectors
- Proof and Mathematical Induction

The types of assessment in this course are typically:

- Resourced topic tests (resourced means that you can bring in a “cheat sheet”)
- Topic tests

- Investigations with an accompanying quiz
- Major or formal examinations (on everything learnt up to that point)

It is a challenging course suited to students who show confidence and flair in their mathematical thinking, as they are exposed to harder applications of the Mathematics Advanced topics. Students who have demonstrated an extensive understanding of concepts covered in Year 10 Stage 5.3 Mathematics are suited to this course.

Students are required to devote a substantial amount of time and effort in their mathematical work, on average 60 minutes each day, and should naturally enjoy Mathematics as a discipline.

Mathematics Extension 2 (HSC only)

The HSC Mathematics Extension 2 course is designed for students with a special aptitude for the subject, where a deeper and more extensive treatment of many mathematical topics is covered. Students may only choose this extra unit of Mathematics in Year 12, giving a total of 4 units of Mathematics.

Students who have excelled in the Extension 1 course during Year 11, and who enjoy the challenge that comes with studying difficult mathematical concepts, may apply to undertake HSC Extension 2 Mathematics.

Below is a simple guide to choosing the most appropriate Year 11 mathematics course:

Year 10	Grade in Year 10	Most suitable Year 11 course
Year 10 5.3	A	Mathematics Advanced **and** Mathematics Extension 1
Year 10 5.3	B	Mathematics Advanced (Mathematics Extension 1 only by teacher recommendation)
Year 10 5.3	C	Mathematics Standard
Year 10 5.3	D or E	Mathematics Standard
Year 10 5.2	A or B	Mathematics Standard
Year 10 5.2	C	Mathematics Standard
Year 10 5.2	D or E	Mathematics not recommended
Year 10 5.1		Mathematics not recommended

A letter detailing the recommended Mathematics course for each student is provided at the end of Semester 1.

Science

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All of the Stage 6 Science syllabuses involve further development of the working scientifically skills that students have practised in Stage 4 and Stage 5, including how to design and carry out a fair test that allows them to develop conclusions based on evidence. Students continue to improve their competencies in communicating scientific information and developing problem-solving techniques by working individually and in teams.

The Science courses offered at Stella Maris College in Year 11 include Biology, Chemistry, Earth and Environmental Science, Physics and Investigating Science. These are all 2 Unit courses. These courses are complementary while maintaining their own unique qualities. The HSC Science Extension course is available in Year 12 for outstanding students who have shown an aptitude for conducting independent scientific investigations in Preliminary courses.

Depth Study

All Stage 6 Science courses require students to undertake a depth study in which they spend a minimum of 15 hours of class time completing their investigation. This may form a complete assessment task or part of one. The depth studies may be practical investigations or secondary source investigations. These are designed to permit students to explore concepts in more depth or develop a specific set of skills. These studies do require students to demonstrate good time management and the ability to work independently.

Biology

In junior science, students were introduced to how living things are classified based on their cells, the requirements of different types of living things to live, grow and reproduce. Students studied how organisms are interdependent on each other in ecosystems and how they have developed adaptations over time to enable the survival of species. When students undertake Biology in Stage 6, they revisit these understandings and explore them interactively and in more depth. The course also explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology integrates well with other Science courses particularly Chemistry, as well as PDHPE. It is a practical subject that requires students to explore the world around them and analyse their findings in a scientific way. Biology should not be seen as an 'easy' course. All Science courses require commitment to precision and consistent application and Biology is no different. There is a good deal of specific biological terminology that is required to be used in context so it is helpful to be able to recall terms and definitions. Homework tasks are set frequently to reinforce concepts covered in class. There are a number of field trips that are a mandatory part of the syllabus. Students who have completed studies in Biology have moved into careers in the health sciences, sports science and teaching.

In the Year 11 Preliminary course, students revisit the study of cells as the basic unit of life by conducting investigations using the microscope. They carry out various investigations to understand the processes that occur in cells to stay alive. Students also investigate the process of evolution and the development of adaptations to create such a large diversity of living things, including the unique flora and fauna of Australia.

The HSC course explores reproduction and inheritance patterns in greater depth. Students examine many different examples of infectious and non-infectious diseases and disorders, how they are caused, transmitted and strategies used to prevent or control their occurrence. The applications of gene technology in reproduction, disease prevention and treatment are also investigated.

Assessment tasks could include practical investigations, a depth study, a research investigation and presentation, and examinations.

Chemisty

In junior Science students were introduced to the concept that all matter is made up of atoms. The atoms of different elements have a unique structure and this structure is paramount in determining the kinds of chemical reactions they may be involved in and the compounds that they form. When students undertake Chemistry in Stage 6, they revisit these understandings and explore them practically and in more depth. The course also explores how an understanding of chemical reactions in industrial processes and their applications to life processes are central to human progress and our ability to develop future industries while addressing sustainability.

Chemistry integrates well with Advanced Mathematics and other Science courses, such as Biology and Physics. Calculations are used to analyse data, so competency in manipulating mathematical expressions is a distinct advantage. Homework tasks are set frequently to reinforce and consolidate concepts covered in class. Students who have completed studies in Chemistry have moved into careers in medicine, engineering, forensic science and teaching.

In the Year 11 Preliminary course, students revisit atomic structure, radioactivity and the Periodic Table. They explore chemical bonding in more depth and how different types of bonds relate to different physical and chemical properties of substances. Student revise separation techniques and practise using these techniques. They examine the discovery and synthesis of new compounds and how elements and compounds are monitored in the environment.

The HSC Course involves a study of reversible reactions, equilibrium and reactions with acids. Students study organic chemistry and the techniques used to make new substances. They also learn how to measure chemical quantities for use in scientific research, medicine and environmental management.

Assessment tasks could include: practical investigations, a depth study, a research investigation and presentation, data analysis tasks and examinations.

Earth and Environmental Science

In junior science, students studied the structure of the Earth, the rock cycle, plate tectonics and the effects of plate movements. They also looked at ecosystems and how they are impacted by humans.

Earth and Environmental Science involves the study of the Earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during Earth's history and the evolution of organisms since the origin of life on Earth.

The study of planet Earth and its environments recognises that while humans are part of nature, they continue to have a greater influence on the environment than any other species. Earth and Environmental Science is built on the premise that the natural environment is the host to change from our use and abuse of resources and from the forces of Mother Nature.

In the Year 11 Course, students study the Earth's structure, its formation and change over time. They study geological resources as well as the impacts of human activity on water resources, soils and through the introduction of exotic species.

The HSC Course involves a study of the Earth's natural processes, the development and changes in the biosphere, atmosphere, hydrosphere and geosphere. Students investigate climate science, geological natural disasters and their impacts, as well as sustainable resource management.

Assessment tasks could include : practical investigations, a depth study, a research investigation and presentation, data analysis tasks and examinations.

Physics

In junior science, students were exposed to various topics from the world of Physics. The study of forces, light, electricity, magnetism, motion and space provide an excellent introduction to Physics in Stage 6.

Physics is a challenging discipline designed for students interested in energy, forces and their interrelationships. It investigates natural phenomena and then applies patterns, models, theories and laws to explain and predict observations. Advanced mathematical skills are an advantage, but not necessary, as are creativity and imagination to visualise concepts that are difficult to see.

Why is the sky blue? Why can I see a rainbow in an oily droplet? How do we know what stars are made of? Why don't birds sitting on electric wires get electrocuted? How can you turn a magnet off? A study of Physics provides the answers for all of these questions.

In the Year 11 Course, students study waves, electricity, magnetism, motion and thermodynamics.

The HSC Course involves a study of the history of ideas in Physics, advanced concepts in motion, electricity and magnetism, quantum physics and cosmology.

Assessment tasks could include : practical investigations, a depth study, data analysis tasks and examinations.

Investigating Science

This course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant scientific issues. In this course students develop their "working scientifically" skills, that were introduced and developed throughout Year 7 to 10 Science. The scientific method provides a foundation for students to value investigation, collect and present data, solve problems, develop and communicate evidence-based arguments and make informed decisions.

In Year 11 students study how to conduct investigations commencing with how to make observations, collect, record and interpret different kinds of data and develop inquiry questions. Students also examine how models, theories and laws develop in Science and they look at specific examples in history.

In the HSC year students examine different types of investigation to plan and conduct and report on their own investigations which they have designed to produce valid and reliable data. Students examine evidence-based analyses used to test claims made in scientific debates presented in the media. Students also look at the social, economic and political influences on scientific research.

HSC Extension Science

The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this, students extend their knowledge of the discipline/s, conduct further analyses and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. For Science, this is the equivalent of the Major Work, that may be found in other courses.

Extension Science is a 1 Unit course that must be done in addition to studying one or more 2 unit Science options from the following: Biology, Chemistry, Earth and Environmental Science, Physics

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History

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There are three History courses that may be studied for the HSC. Students may elect to study either Ancient History, Modern History or both in Year 11, and may elect to study History Extension in Year 12. History develops skills in critical thinking, communication, active listening and empathy, all beneficial for students when they leave school and enter tertiary education or the workforce.

Ancient History

Ancient History provides a wonderful opportunity to learn the skills of using and interpreting evidence from the vast span of ancient time. Students learn about the great achievements of humankind, about ancient societies and at the same time acquire invaluable skills in analysis and communication.

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students study the nature of Ancient History, case studies from Egypt, Greece, Rome, Celtic Europe, the Near East, Asia, the Americas or Australia; the features of ancient societies and finally conduct their own historical investigation in an area of interest. The three assessment tasks are designed to improve students' historical inquiry skills – the first is a research task, the second is the historical investigation and the third is an examination.

The Year 12 course furthers the skills and knowledge developed in Year 11. Students study the Core Study: Cities of Vesuvius – Pompeii and Herculaneum, as well as one ancient society, one personality in the time and one historical period. The assessment tasks are largely research based, with the exception of the Trial HSC Examination.

If you enjoy learning about the past, examining evidence to form conclusions, reading and writing, then Ancient History could be a fantastic subject for you.

Modern History

Modern History provides the student the opportunity to gain an in-depth understanding of the issues that have shaped our world today and recognise the forces still contributing to change. It develops an informed, analytical and skillful communicator, invaluable skills for further education and the workforce.

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. Topics include Investigating Modern History, case studies such as the decline and fall of the Romanov Dynasty, the shaping of the modern world and a historical investigation to extend a particular area of individual student interest. The first two assessment tasks are designed to improve research, communication and source analysis skills, and the third assessment task is an examination at the conclusion of the course.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through the Core Study, students investigate the nature of power and authority from 1919 to 1946, focusing on the rise of fascist, totalitarian and militarist movements after World War I, in particular the Nazi regime to 1939. They also study key features in the history of one nation in their national study, one study of peace and conflict, and one study of change in the modern world. The assessment tasks are designed to assess students' skills in research, source analysis and communication of historical understanding.

If you are interested in the forces that have shaped and are continuing to shape the world around you, you like to analyse sources, research, and form opinions, then Modern History is a subject that you should find both enjoyable and rewarding.

HSC History Extension

History Extension offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography. Year 11 Ancient or Modern History is a prerequisite for entry into Year 12 History Extension, whilst Year 12 Ancient and/or Modern History is a co-requisite for History Extension.

History Extension provides students with opportunities to examine the way history is constructed and the role of historians in this construction. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. It allows study into the role of history today, and current historiographical debates including the use and misuse of history. Students apply their understanding of historiography to undertake an individual investigative project, focusing on an area of changing historical interpretation.

Students study the topic Constructing History, complete a case study and also undertake an individual History Project. There are three assessment tasks, two as part of the History Project, then the Trial HSC Examination based on course work. History Extension is a subject for students who are passionate about History and confident in their ability to construct and communicate complex historical arguments.

Human Society and its Environment

Ms Jane Neville | Head of HSIE
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Business Studies

People through the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. Business Studies encompasses the theoretical and practical aspects of business and management in contexts, which students will encounter in life. Business case studies are incorporated in the course to provide a stimulating and relevant framework for students. The course provides rigour and depth and lays an excellent foundation for students either in further tertiary study or in future employment.

There are no prerequisites for studying Business Studies. Students do not have to have completed Commerce in Years 9 and 10 nor is Business Studies an alternative to Economics. Students interested in this area may study both of these subjects if they wish and if the timetable allows, as they are complementary.

Economics

Economics explores the understanding of many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on current problems and issues in the Australian economy. Some mathematical concepts are used in the study of Economics. Students who like debating or discussing issues from different viewpoints will find Economics stimulating.

There are no prerequisites for Economics. Students do not have to have completed Commerce in Years 9 and 10 to study Economics in Years 11 and 12. Economics is not an alternative to Business Studies as they are complementary studies. Students can choose both.

Geography

Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. Students develop a sense of curiosity about the places, environments and cultures that make up our world, enabling them to be more attuned to its diversity and complexity. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place.

Students are required to understand and apply geographical tools and the concepts of place, space, environment, interconnection, scale, sustainability and change, to make sense of their world. The tools of investigation, inquiry, problem solving, research and communication gained by students throughout the course will equip them for life.

In the Year 11 course, students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.

The Year 12 course focuses on global sustainability, rural and urban places and ecosystems and global biodiversity. Fieldwork is undertaken in both Year 11 and Year 12, giving students the opportunity to develop their understanding of the world through direct experience.

2024 sees the introduction of a new and exciting syllabus in Geography which is relevant to students in learning about the issues facing our planet now and in the future. Students who have a natural curiosity about

how and why the world's people and their environments interact, and the impacts of this interaction will enjoy the study of Geography.

Legal Studies

"There is a lot of loose talk in Australia about democracy, the rule of law and basic rights.
Yet unless we educate future citizens concerning the broad outline of our laws,
they may grow up feeling that law is alien to their experience.
I want them to grow up insisting that the law must be just and modern and
accepting the citizen's responsibility to ensure that this is so."

Michael Kirby AC CMG
Former Justice of the High Court of Australia

Our society is regulated by a complex set of rules and regulations, which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies will develop an understanding of legal concepts and the way the law functions in our society.

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

Society and Culture

The central concern of Society and Culture is the interaction of persons, societies, cultures, environments and time. Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology. Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling students to develop an understanding of:

- themselves
- their own society and culture
- the societies and cultures of others

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes awareness of the nature of power and authority, gender, technology and facilitates intercultural understanding.

Languages

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Learn a second language and change your life! Increase your opportunities to find a job, travel, form new friendships and open your mind to the perspectives of other nationalities.

French, Italian, Spanish and Japanese Beginners, Continuers and Extension plus Chinese and Literature are offered at Stella Maris College but will only run in Year 11 if there are sufficient students for classes.

Japanese, French, Italian and Spanish Beginners

In Year 11, students can learn a new language or even continue the language that they learnt in Year 8 by choosing a Beginners course. Students are eligible for a Beginners course if they have not studied the language for more than 100 hours at secondary level (Year 8) and have not lived for more than 3 months in a country where the language is spoken. Students learn to speak and write about their lives – family life, daily routine, school, friends, leisure activities, holidays and future plans. In Japanese Beginners lessons, students speak Japanese, watch videos about what you can do in Japan, sing songs, learn vocabulary, learn Hiragana and Katakana writing scripts and language structures.

French, Italian, Spanish and Japanese Continuers

To continue the language you studied as an elective in Years 9 and 10 (200 hours), choose the Continuers course. Native speakers of French, Italian, Spanish and Japanese are also eligible to study a Continuers course. Students improve their listening, speaking, reading and writing skills and gain an appreciation of the culture. They learn to speak and write about their world – relationships, school life, leisure and interests, plus lifestyles of the communities who speak the language, the Arts and entertainment, careers, travel and tourism, technology and the environment. They watch and discuss videos about life in France, Italy, Spain and Japanese-speaking communities.

French, Italian and Spanish Extension

The Extension course can only be studied in Year 12 by students of Continuers courses. Students refine their language skills and enhance their knowledge and understanding of a range of issues by studying contemporary texts.

Chinese and Literature

Chinese and Literature is offered at Stella Maris College for native speakers of Mandarin Chinese. Students develop language and communication skills as they analyse and evaluate texts including films, songs and the news. Students are assessed in the areas of reading, writing, listening and speaking in Mandarin.

Other Language Options

Students can learn a language not offered by Stella Maris College by studying a language at NSW School of Languages or Secondary College of Languages. NSW School of Languages is a NESA-approved distance education provider at Petersham that offers online courses. Students work in the Stella Maris library and have a weekly phone lesson with their NSW School of Languages teacher. Secondary College of Languages is a Department of Education College. Lessons are held on Saturday mornings at 13 secondary schools. Chatswood High School is the closest to Stella Maris. Our Head of Languages, Ms Murray, oversees the liaison between Stella Maris and the external providers of language courses.

Languages at NSW School of Languages and Secondary College of Languages, Chatswood include:

Armenian	Indonesian	Modern Greek
Chinese	Italian	Polish
Dutch	Japanese	Portuguese
French	Korean	Russian
German	Latin	Spanish

Technology and Applied Science

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Design and Technology

Design and Technology aims to build problem-solving skills through the participation in design projects where creative ideas are turned into actual solutions. These skills are developed by using the '*design process*' and the study of design concepts to develop confidence, engagement and success in any project undertaken.

Which students are suited to this course?

- Students who like to come up with creative solutions to everyday problems.
- Students who enjoy project-based learning whereby moving through a series of stages to achieve their goals.
- Students who have the ability to work independently, and who wish to develop their organisational and management skills.

Students can undertake Design and Technology even if they didn't study it as an elective in Year 9 or 10.

All students studied mandatory Technology in Years 7 and 8, which had a Design and Technology strand.

The Year 11 Course focuses on designing and producing through the successful completion of design projects. The theory component is also assessed in a final examination.

1. Game On

Produce a board game that has a creative twist using the technologies available at school such colour printer, laser cutters & 3D printers.

2. Eco Lights

Starting with just a strip of LEDs and 12volt power adapter, produce a desktop light for a desk in your home.

In the HSC Course, students undertake a Major Design Project (MDP) based on a genuine need they have identified. This MDP allows students to demonstrate their design skills, management skills and creative and analytical ways of thinking. The project is guided by a MDP Activity Booklet that enables students to work creatively while specifically targeting the highest level of achievement expectations of the HSC. To prepare for the HSC Examination, students engage in discussion about design related issues as well as researching and creating a presentation on ground-breaking design innovations.

Industrial Technology - Multimedia Technologies

Industrial Technology - Multimedia Technologies is a subject that allows students to explore their interests in the multimedia industry by creating entertaining videos, soundtracks, text, graphics and animated content. They also investigate how popular multimedia businesses operate and have become an integral part of our society.

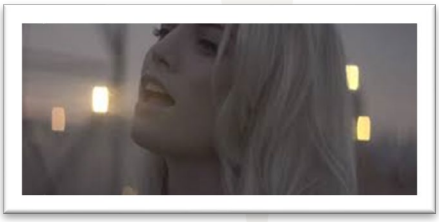
Which students are suited to this course?

- Students who have a genuine interest in online entertainment and learning about the multimedia industry.
- Students who are interested in developing advanced practical skills in creating videos, short films, documentaries and animations.
- Students looking to possibly pursue further opportunities within the diverse multimedia industry.

Students can undertake Industrial Technology – Multimedia Technologies even if they didn't study it as an elective in Year 9 or 10.

In the Preliminary Course, students will design, develop, and construct a number of multimedia projects to gain experience with the available technologies. Each project will include a complimenting design, management, and communication folio. Students also undertake the study of an individual business within the multimedia industry.

Project 1 - Short Film



Students develop an understanding of key visual language concepts and editing techniques in Premier Pro

Project 2 – Music Videos

Students learn how to manipulate chroma key, cell and path-based animation through draw-on and motion tracking in Photoshop and After Effects

The HSC Course focuses on students planning and producing a high-quality Major Project which is accompanied by a design, management, and communication folio. Students can choose what they would like to focus on, based on what they have learnt and enjoyed during Year 11. The aim of the project is to showcase high quality skills and the application of their planning to the final production. To prepare for the HSC Examination, students engage in discussion about multimedia related issues in addition to researching and creating a presentation on successful multimedia businesses.

Engineering Studies (delivered at St Augustine's College)

Exclusions: Nil

Recommended: Stage 5 Mathematics Advanced

Engineering studies investigates the role of the engineer and gives students an understanding of the Mathematics, Science and technical Communication involved in solving engineering problems. This subject is recommended to students that are capable at mathematics and science and are curious about how things are made and why they are constructed the way they are.

The Year 11 preliminary course consists of 4 compulsory modules – Engineering Fundamentals, Engineered Products, Braking Systems and Bioengineering. These modules focus on such things as polymers, electricity, metals, hydraulics, welding and casting of metals and engineering drawings. Each module has a small assessable component.

The Year 12 course consists of 4 compulsory modules – Civil Structures, Personal and Public Transport Systems, Aeronautical Engineering and Telecommunications Engineering. These modules focus on such things as frictional forces, corrosion, composites, ceramics, aeronautics and telecommunications.

Assessment of this Course

Formal assessment will involve

- Formal tests/exams oral, written
- Submission of 2 engineering reports per year

Reasons why you might choose this course

Employment opportunities and university places for engineering are currently very favourable. There is a shortage of engineers in Australia and university graduates are well paid. Concepts and skills from this subject not only help with further study in the field, but will change the way you look at anything man made with an appreciation for how and why it is made the way it is. Skills developed in this subject are extremely useful in any field of study or employment.

This course complements Physics, Chemistry, Mathematics and Extension 1 Mathematics.

Food Technology, Textiles and Design

Ms Luci Kelly | Head of Food Technology and Textiles and Design
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Food Technology

In this course, students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing, and communicating food issues and the design, experimentation, implementation, and evaluation of solutions to food situations. The course has a large theory component as well as a practical component that reinforces course content. The practical component consists of food analysis, experiments, taste testing, food preparation and presentation.

The Year 11 Preliminary course focuses on the influences on food availability worldwide, safe storage, preparation and presentation of food, factors that affect food selection and nutrition, with an emphasis on the six nutrients and diets for optimum nutrition.

The HSC course focuses on the food industry in Australia, encompassing its various sectors, policies and legislations involving food. It explores the complex processes of food production, processing, preservation, packaging, storage, and distribution, along with the dynamic realm of food marketing. Additionally, it addresses crucial topics such as nutrition and dietary-related diseases impacting the Australian population. These areas of study link well with other HSC courses such as Business Studies, PDHPE, Biology, Chemistry and Legal Studies.

Who is suited to this course?

- Students with an interest in nutrition and its effects on general health and wellbeing.
- Students who are interested in current issues and social trends related to the food industry.
- Students with an interest in food product development and manufacturing.
- Students who may wish to pursue a career in the food technology related fields such as dietitian, food technologist, food product development scientist, food safety specialist, sensory analyst, food microbiologist, chef, food marketing specialist and food packaging engineer.

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course.

Textiles and Design

Textiles and Design aims to foster students' comprehension and appreciation of the role textiles play in society, as well as develop their confidence and proficiency in managing, selecting, designing, manufacturing, and utilising textile technology in project work. The course investigates the science and technology of textiles through a study of properties and performance, helping students make informed choices in the textiles area. Students will examine contemporary, cultural and historical aspects of textiles and gain an understanding of the current issues impacting the Australian Textile, Clothing, Footwear, and Allied Industries including environmental and marketing aspects.

The Year 11 Preliminary course involves the study of functional and aesthetic requirements of design, analysis of fabric, yarn and fibre properties, and the operation of the Australian Textile Industry. Practical experiences include the completion of two textile projects. These projects develop each student's creative abilities and skills in the generation and communication of ideas (folio work), design modification, manufacturing skills, continual evaluation of process and management of time and resources.

The Year 12 HSC course builds upon the preliminary course and involves the study of the history of design, the cultural factors that influence design and designers, fabric colouration and decoration, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, current issues in textiles and the marketplace.

This course culminates in the development of a Major Textile Project consisting of a practical component and supporting documentation (folio) and is worth 50% of the HSC mark. Students may choose from one of the following focus areas:

- apparel
- furnishings
- costume
- textile arts
- non-apparel.

Due to the nature of the course students are required to attend workshops after school and may attend optional workshops during school holidays.

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course.

Who is suited to this course?

- Students who have a passion and commitment for textiles and visual design
- Students who enjoy managing creative and practical textile projects
- Students who may wish to pursue a career in the textile or design related fields such as the fashion industry, interior design, textiles science and innovation.

Technology and Applied Science

Ms Linda Clemesha | Head of Information Technology
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Enterprise Computing

Enterprise Computing is about understanding how computers and digital tools are used in the business world. It will provide students with a broad range of skills and an appreciation of how computing technologies are used across a wide range of careers. Students develop an entrepreneurial mindset, think creatively, devise solutions and communicate information to a range of audiences, using a variety of project work to understand current technology. This course will include project design and management skills, digital marketing, problem solving, systems design, computational thinking and collaborative teamwork, all requirements for the emerging Future Skilled workplace.

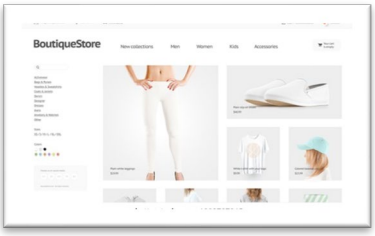
Which students are suited to this course?

- Students wishing to develop their practical skills in computing technology and apply them to solve business challenges.
- Students wishing to gain a sound foundation in computing to complement a wide range of careers and opportunities.
- Students who have good communication and analytical skills.

The focus of Year 11 is to develop the foundation skills and understanding of how people interact with computers – user interface design, social networking, and cybersecurity.

In the HSC Course the main areas of study include data science and intelligent systems. There is an emphasis on students demonstrating their knowledge and understanding of course content using project work, which provides opportunities to develop and communicate solutions to problems using information systems.

Assessment Tasks – see examples:

Cybersecurity	Artificial Intelligence	Main Project Online Fashion Business
		
Students conduct research on a current cybersecurity topic, such as social engineering attacks or mobile device security, and present their findings in a short report and presentation.	Students will design and code a chatbot, a virtual assistant that can communicate with users and solve problems.	Students take on the role of project manager/systems analyst to recommend and build a new online business.

Students can undertake Enterprise Computing even if they didn't study computing as an elective in Year 9 or 10. For more information about this course see Enterprise Computing Curriculum.

Software Engineering (Remote Learning)

The Software Engineering Course provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. The study of Software Engineering promotes a deeper understanding of programming languages and innovative technologies.

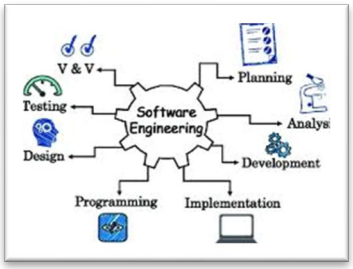
Which students are suited to this course?

- Students that have strong communication skills and can work well with others.
- Students wishing to gain a good foundation in computer science to complement a wide range of careers and opportunities.
- Students who enjoy creativity, analysis and problem-solving using computers.

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills.

Assessment Tasks – examples:

Mechatronics - Robotics	Web App Development	Major Software Engineering Project
		
Students will develop simulations and prototypes of a potential mechatronic (robotic) system	Students will design the user interface for a progressive web application.	Students will choose a real-life problem and design, develop, and produce a software engineering solution.

Students can undertake Software Engineering, even if they didn't study computing as an elective in Year 9 or 10. However, they should have a **good** understanding of the programming techniques delivered in Year 8 Digital Technology. For more information about this course see Software Engineering Curriculum.

Performing Arts

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Dance

Dance in the senior years focuses on the study of Dance as an artform. The course consists of three components and the use of dance as a medium to communicate meaning as a form of art. The three components studied are: Performance, Composition and Appreciation.

The **Performance** component places emphasis on technique, body skills, and performance quality; developing highly complex movement sequences with emotional expression and interpretation. Students also learn about anatomy and safe dance in relation to movement.

In **Composition** students develop their own individual work by structuring choreography in relation to a concept or intent. This work includes the use and manipulation of a motif, the elements of dance (space, time and dynamics) and compositional tools, to create a unified work that communicates meaning.

Through **Appreciation** (essay responses) students analyse choreographers works and discuss background, historical context, influences, movement characteristics and use of costumes, sets, aural accompaniment and lighting within the dance as an artform. One international and one Australian choreographer are studied within the course.

The Year 12 course includes an Extension Option. Students choose one of the course components to be their focus and will complete an extra work in that chosen component. This chosen component will then be the highest weighted component for the student.

Drama

Community, collaboration, creativity! This is one of the most engaging courses you can do in Year 11 and the HSC. We learn through doing. We learn through acting, we learn through performance. Creative collaboration is key in this subject. This subject includes an assessment where you have to perform in a group.

Drama is a subject which will provide you opportunities to continually develop skills vital for creative collaboration. You also get to choose individual projects from areas that you are passionate about.

You will study improvisation, play building /devising and acting, multiple fascinating theatre styles, plays, monologues, theatre design, influential theatre directors and actor trainers. You will have the opportunity to attend intensive theatre workshops and see live theatre.

The Year 11 course

Topic 1: The Major Production (Term 1)	Topic 2: Playbuilding (Term 2)	Topic 3: Individual Project (Term 3)
Take part in a show as both actor, director, and designer. You will perform in a play that is performed for both fellow students and invited audiences to The Star of The Sea Theatre. The plays for performance change every year and are primarily chosen from The National Theatre of England's Connection Collection of contemporary plays.	Collaborate and create original short plays for performance that you will perform in as a group. Be influenced by any style of theatre that you find fascinating and engaging. Stimulus for generation of the group's ideas change every year. The only rule is that you can't leave the stage!	Design and direct for, or perform in, an individual project whose inspiration is a dark, grizzly, existential Australian text that will keep the audience guessing till the end and glued to the edge of their seats. Choices include, performance, script writing, film making, costume or set design.

The Year 12 course

Topic 1: Australian Drama and Theatre (Term 1)	Topic 2: Studies in Drama and Theatre (Term 2)
In Australian Drama and Theatre students learn about aspects of drama and theatre in Australian societies and cultures, past and present, through the study of two well known Australian plays. Students learn through theoretical and experiential study about the themes and issues, the historical, social, cultural and political contexts of particular forms, styles, movements and traditions of theatre. They come to understand what constitutes the elements of both Drama and Production and how to use and manipulate them.	Studies in Drama and Theatre involve learning about the work of a specific artist, practitioner, group or company. We study the French Actor Trainer Jacques Lecoq and the Brazilian Theatre Maker and Actor Trainer Augusto Boal. The study involves the theoretical and experiential exploration of the philosophical and practical approaches to these two practitioners' works and the manifestation of their techniques, process and specific exercises, for performance. Students must consider the aesthetics and expression of the actor's presence and its relationship to audience engagement.

Topic 3: Individual Project (Terms 1 - 4)	Group Performance (Terms 3 - 4)
Drama is not just for performers. Students can also specialise in an individual area of interest. Students can focus on any of the following areas for their Individual Project: Directing Film Making / Video Drama Costume Design Lighting and Set Design Promotion and Program Scriptwriting Reviewing Research Performance (Monologue)	Create your own original piece of theatre 8-12 minutes in length. As a starting point for the Group Performance, students must choose ONE topic from a specific list of topics or ideas. In order to assist the development of the idea or topic chosen for the Group Performance, students can choose to use materials that may include art works such as paintings, sculptures and photographs; stories such as legends, myths and science fiction; music such as classical, contemporary and indigenous; documents such as reports, autobiographies, oral history, interviews and documentaries. Students can perform their piece in any style of theatre they choose to enhance the quality of their performance.

Music

Music 1

Music 1 is a course for all students with an enthusiasm and passion for the artform of music. It is an 'entry level course' which means you need little or no background in formal music theory or training before Year 11 to enrol. The course is rigorous and challenging, encompassing a broad range of styles which are analysed and discussed from various perspectives. Studying music teaches students much more than 'how to be a

musician'. It teaches discipline, bravery, tenacity, confidence and empathy, empowering individuals to become the best version of themselves – an incredible skill set for any young person to develop and take with them as they graduate from school. As part of enrolling in Music 1, students are encouraged undertake private music tuition on their voice/ instrument of choice (both of which are offered at the College).

Students are assessed in the learning areas of performance, musicology, aural and composition. In Year 12 students can cater their experiences to focus on their chosen learning area/s of strength.
Studying music is an incredible opportunity.

The Preliminary and HSC Courses

The Preliminary and HSC Course involve students completing each core area of learning:

- Performance – students perform individually/ in small groups
- Composition – students create, organise and arrange music
- Musicology – students examine music from a number of perspectives
- Aural – students listen to, discuss and discriminate musical examples and excerpts

Topics of study in Year 11 are:

- Music for radio, film, television and multimedia
- Music of a culture
- Popular music

*These topics can be tailored to specific students.

Topics of study in Year 12 are:

- An instrument and its repertoire
- Music for small ensembles
- Music of the 20th and 21st centuries

Music 2

This course is for students who are confident in reading musical notation and have a background in music theory. Students need to have performance experience - approximately 5th grade AMEB level.
Completion of the Music elective (in Years 9 and 10) would be an advantage. AMEB musicianship grades would also be an advantage (although not required).

The course encompasses the analysis of music throughout history and an understanding of musical concepts as they relate to different periods of history and cultures. The study of contemporary Australian music is also a mandatory part of the course. This course is excellent for students who wish to prepare themselves for study of music at a tertiary level.

In both Years 11 and 12 students complete each core area of study:

- Performance
- Composition
- Musicology/Aural

Year 11 Course

In Year 11, students study Musicology and Aural through the context of Music from 1600-1900. They study musical scores and listen to recordings music from the Baroque, Classical and Romantic eras.

Students also complete an original two-minute composition for an ensemble of their choosing, which is in the style of Music from 1600-1900. Throughout the year, they are encouraged to prepare music from this period on their own instrument/voice, and this is assessed in the final performance exam.

In addition, students will study one elective topic, such as:

- Australian music
- Music of a culture
- Medieval music
- Renaissance music
- Music 1900–1945
- Music 1945 – music 25 years ago

The Year 12 Course

In the HSC course, students study Musicology and Aural looking at Music from 1900 – 25 years ago with an Australian Focus, using recordings and musical scores.

All students complete an original Composition 2 mins in length and perform one work that is in the style of Music from 1900 – 25 years ago with an Australian Focus.

Students also choose an elective topic:

- music of a culture (different from Preliminary course
- study)
- medieval music
- renaissance music
- baroque music
- classical music
- music in the nineteenth century
- music 1900–1945
- music 1945 to music 25 years ago.

With the elective topic as their context, students choose to be assessed in either:

- Performance – by performing two works
- Composition – by composing an original work, 2 minutes in length
- Musicology – by writing a 1500 word essay

HSC Music Extension

This course is designed to extend outstanding students who are enrolled in the Music 2 course.
Students need to be motivated and experienced in performance, composition or musicology as the Extension course involves electing to complete ONE of the following:

- Performance - a student selects their own repertoire; 2 solo works and one ensemble work, or
- Musicology - a student prepares a 3000 word essay proving a hypothesis on an area of music interest, or
- Composition - a student composes 2 contrasting works

Students work with a teacher/mentor to guide their work and develop their skills throughout the course.

Visual Arts

Ms Marisa Quick | Head of Visual Arts
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Visual Arts

Josephine Fowler, *The Sum of Us, 2023.* From a series of large-scale drawings exploring family and connections

The study of Visual Arts provides opportunities for students to produce an array of artworks, develop artmaking skills and cultivate a deeper understanding of the importance of Visual Art in the contemporary world. The course also requires students to investigate the critical and historical relevance of artworks and artists and how artworks help audiences to understand the world around them.

Stage 6 Visual Arts students use the Frames, Conceptual Frameworks and Practice to learn about the visual arts, its development and history. Students develop their knowledge and skills in a broad range of art making techniques and use a Visual Art Process Diary to document the development of their Body of Work. The HSC involves both a written exam and a student led Body of Work interrogating a theme or issue of the student's choice using one of the expressive forms of painting, drawing, ceramics, designed objects, documented forms, graphic design, photo media, printmaking, sculpture, textiles and fibre or time-based forms.

In the Year 11 Course students complete the following units of work:

Preliminary HSC Course

1. Deconstructed Figure

Using the theme of the human body, students are required to make an artwork or series of works in the material of their choice that explores The Figure. Approaches to artmaking may include painting, drawing, photo media and film, sculpture, printmaking, graphic design, installation, textiles/wearables, performance or designed objects and are decided upon by the student themselves.

Students will explore a range of traditional and contemporary representations of the human figure – from the realistic to the controversial – and apply their knowledge of the key content areas of the Frames, Conceptual Framework and Practice to develop their skills in writing about artworks.

2. Beyond the Landscape

Students continue to develop their autonomy in art making by exploring the genre of the landscape. During this unit, students are given the opportunity to attend a Visual Art camp. This allows the students to immerse themselves in the landscape prior to making a Body of Work that reflects their experience of the land in a media area of their choice. Students choose from painting, drawing, photo media and film, sculpture, printmaking, graphic design, installation, textiles/wearables, performance or designed objects.
Students will investigate the conventions of landscape painting in Australia from multiple viewpoints and create written responses that explore notions of place.

Typical Assessment Tasks

#	Task Title	Task Type	Weighting
1	Deconstructed Figure	Body of Work and Written Task	35
2	Beyond the Landscape	Body of Work and Written Task	35
3	Final Examination	Written Examination	30

Siena Reinhart, *Falling apart at the seams, 2022*

From a series of paintings exploring the idolisation of the fashion industry

In Year 12 there are two main components: the production of a Major Work known as The Body of Work (Practical) and the study of Visual Arts (Theory).

The Body of Work will reflect the development of students' interest and skills. It can take the form of any medium the student desires to work in; this includes painting, drawing, ceramics, designed objects, documented forms, graphic design, photo media, printmaking, sculpture, textiles and fibre or time-based forms. Skill acquisition and approaches to the use of media will be taught in class. In terms of art making, what is paramount is the student's enjoyment.

In their study of Visual Arts, students develop a sophisticated knowledge of the Visual Arts and artists. They apply their critical and historical knowledge in the analysis of artworks, conducting research and composing sustained essay responses.

HSC Course

#	Task Title	Task Type	Weighting
1	Development of the Body of Work and VAPD + Multimedia presentation	Art Making and Art Critical/Historical Presentation	25
2	Written Research Task	Written Response	15
3	Resolving the Body of Work	Art Making	35
4	Final HSC Examination	1.5hr Written Examination	25

Personal Development, Health and Physical Education (PDHPE)

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Health and Movement Science

The senior PDHPE course has been revised, restructured and will be renamed Health & Movement Science (HMS) from 2025. This ensures that the name of the course more accurately reflects the nature of the content studied.

The revised course structure allows for increased depth of learning and with updated content. A strong focus on applying the skills of collaboration, analysis, communication, creative thinking, problem-solving and research is included through the study of two depth studies in both Year 11 and Year 12 courses. New content has also been included to ensure the syllabus remains contemporary and relevant to students.

The course is theory-based, meaning that there are no timetabled practical lessons. However, practical application of concepts studied may include participating in or observing others in physical activities.

Across both the Year 11 and Year 12 courses, students will study two core units. Core 1 investigates health in Australian society and beyond, focusing on values and attitudes towards health, factors and behaviours that influence health, patterns of disease and health promotion. Core 2 investigates the scientific foundations of human movement (anatomy, physiology, biomechanics, energy systems, sports psychology and skill acquisition) in Year 11; Year 12 builds on this foundation by studying approaches to training and exercise prescription, and investigating the contributions of technology, injury prevention, nutrition and recovery strategies to sporting performance.

The assessment program for HMS includes 3 assessment tasks in Year 11 that will include one Collaborative Investigation and one formal examination. Year 12 assessment will consist of 4 assessment tasks that will include and one depth study and one formal examination.

Why choose Health & Movement Science?

The HMS course provides clear links to tertiary courses in areas such as medicine, exercise and movement science, health sciences, health care and sports performance. It also links to vocational pathways in areas such as recreation, coaching and the fitness industry. Students with an interest in health and/or sports performance are encouraged to choose Health & Movement Science as an HSC subject.

Community and Family Studies (CAFS)

Ms Luci Kelly | Community and Family Services
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In today's fast-paced world, society is marked by rapid changes in technology and social norms, diverse cultures, conflicting beliefs, and competitive pressures. To navigate this complexity, understanding society and thriving within it demands a broad grasp of its intricacies. Consequently, Community and Family Studies is a blend of family studies, sociology, developmental psychology, and real-life experiences. The course aims to equip students to manage resources, enhance communication skills, make informed decisions, and take responsible action to work cooperatively and support the needs of individuals, groups, families, and communities in Australian society. Research is an integral component of this subject.

The Year 11 Preliminary course, centres on the individual and their interactions within personal groups, family, and community. It explores fundamental concepts of resource management, emphasising how understanding resource access can aid individuals in meeting their needs and enhancing their wellbeing. It examines the different types of family and community structures and how informal and formal support can assist families and communities managed change and challenges effectively in order to enhance their overall wellbeing. Students will be introduced to the importance of research to further their understanding and knowledge on families and communities.

The Year 12 HSC course, builds on Year 11 content, by examining how the wellbeing of individuals, families, and communities, is affected by broader societal influences and sociocultural, economic, and political factors. Students investigate an area of interest related to community and family studies in an Independent Research Project (IRP) and develop skills in researching, analysing, communicating and critical thinking. Additionally, students investigate specific community groups facing inequities, the demanding role of parenting and caring and the contemporary issues confronting individuals as they enter the workforce. Students will develop an appreciation for the diversity and interdependence of individuals, groups, families, and communities.

Who is suited to this course?

- Students with an interest in individuals, groups, families and communities and their interrelationships.
- Students who are interested in sociology, developmental stages, and research.
- Students who may wish to pursue a career in areas that focused on understanding and supporting individuals, families, and communities such as human resources manager, social worker, counsellor, psychologist, community development worker, youth worker, childcare, nursing, teaching, police force, paramedicine and research.

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course.

Vocational Education and Training (VET)

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Increasingly students in Years 11 and 12 are opting for Vocational Education and Training courses as part of their pattern of study. Vocational Education and Training allows students to achieve a qualification that is recognised Australia wide under the Australian Qualifications Framework (AQF). Students achieve this qualification while completing the Higher School Certificate. These courses are often more practical and 'hands-on' in nature.

VET Curriculum Framework Courses offered at Stella Maris College

- Entertainment
- Hospitality
- Business Services

These courses are **240 hours** which must be studied over Years 11 and 12.

Rather than having assessment tasks, VET courses are competency based. This means that students need to show they are competent in each of the specific skills listed as criteria for the course.

Work Placement

All students are required to complete a **mandatory 70 hours** of work placement in a related work environment – 35 hours in Year 11 and 35 hours in Year 12. Students will be allocated a placement during the school term. Students may organise their own work placement subject to the approval of the Head of VET.

Entertainment - Certificate III Live Production and Technical Services (CUA30420)

The Entertainment Industry Curriculum Framework is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills.

The central focus is to provide the opportunity for students to acquire competence in, and recognition for, support roles in the performing arts.

Students who complete the required competencies and the 70 hours of work placement are eligible for a Statement of attainment towards Certificate III in Live Production and Services. A further 60-hour specialisation course will lead to a full Certificate III in Live Production and Services. The framework also provides an **optional** HSC exam which may contribute to the calculation of the ATAR.

The Entertainment course is timetabled on Tuesday afternoons each week from 2pm – 5.30pm. Students from other schools may also be enrolled in the class.

Hospitality - Certificate II Cookery (SIT20421)

This course is for students who wish to work in the Hospitality Industry, either as a long-term career or in part-time or temporary hospitality positions. Skills acquired during food preparation and service activities involve an understanding of hygiene around food, organisation, time management, teamwork, safe use of equipment and involvement in a cleaning schedule.

Material requirements

All materials can be purchased through the school. Students must have:

- A full Chef's uniform
- Leather Shoes (leather school shoes are acceptable)

The Hospitality course is timetabled within the regular school timetable, mostly. There may be an after school or lunchtime class timetabled to provide the extended periods needed for food preparation.

Students are also required to participate in catering for events at school, to demonstrate the acquisition of skills in food service and preparation. Some of these events may be in the evening.

Work placement is a compulsory addition to the course and gives students valuable exposure to the industry. Students have the option to sit the HSC examination if they want the course to contribute to their ATAR.

Business Services- Certificate III Business (BSB30120)

The Certificate III in Business is a great introduction to the business world, equipping students with the knowledge and skills to work productively in a variety of workplace settings. This course is designed for students who want to learn about different software applications, safety, workplace communication, sustainable work practices and the application of critical thinking skills.

As a competency-based course, students must complete, to industry standard, all required units to achieve the Certificate.

Unit topics include:

- Apply critical thinking skills in a team environment
- Support personal wellbeing in the workplace
- Participate in sustainable work practices
- Use inclusive work practices
- Assist with maintaining workplace safety
- Engage in workplace communication
- Organise personal work priorities
- Use business software applications

Assessments will take the form of role-plays, in-class quizzes, research projects, short answer tests, in-class presentations, and teamwork activities.

Work placement is a compulsory addition to the course and gives students valuable exposure to the industry. Students have the option to sit the HSC examination if they want the course to contribute to their ATAR.

Construction Pathways (VET delivered at St Augustine's College)

Certificate II – Construction Pathways and Statement of Attainment

Certificate II - Construction CPC20220 and CPC20120

The certificate II: Construction Pathways is a 2 Unit, Category B HSC Course that provides a pathway to the primary trades in the construction industry with the exception of plumbing. This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

Work Placement

Work Placement is an important aspect of the course where students will be required to complete 70 hours of Work Placement (35 hours in Year 11, 35 hours in Year 12). This offers opportunities for students to immerse themselves into the Construction Industry complimenting what they achieve in class.

Content of the Course

Construction is organised around core units and a selection of elective units, eg:

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Undertake basic construction project
- Carry out measurements and calculations
- Apply WHS requirements, policies, and processes on the construction industry

Assessment of this course

Assessment is competency based and can include:

- Observation during class and work placement
- Written tasks
- Practical tasks
- Skills tests
- Competency tests

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out various tasks to industry standards.

There is an optional HSC examination for inclusion in ATAR calculation. Students specify whether or not they will sit this examination.

TAFE Delivered VET (TVET) Courses

The table below presents a selection of courses available at TAFE. These courses offer an optional exam and may be counted towards an ATAR. Please Note: Course offerings are subject to change. A new course list for 2025 will be available at the end of June. TVET courses run on one afternoon a week from 2.00pm – 6.00pm.

Industry Curriculum Framework NESA Course Name	Delivery	ATAR	Bradfield	Enmore	Gymea	Hornsby	Loftus	Meadowbank	Northern Beaches	Randwick	Ryde	St George	St Leonards	Ultimo
Automotive (Mechanical Technology)	2u x 2y	Yes				■			■					■
Automotive (Mechanical Technology)	2u x 1y	No				■			■					■
Automotive (Vehicle Body)	2u x 2y	Yes												■
Automotive (Vehicle Body)	2u x 1y	No												■
Business Services (Certificate III Business)	2u x 2y	Yes			■	■		■	■			■		■
Business Services (Certificate III Business)	2u x 1y	No			■	■		■	■			■		■
Construction (Pathways)	2u x 2y	Yes			■	■		■		■				
Construction (Pathways)	2u x 1y	No			■	■		■		■				
Electrotechnology (Career Start)	2u x 2y	Yes			■	■		■	■			■		■
Electrotechnology (Career Start)	2u x 1y	No			■	■		■	■			■		■
Electrotechnology (Computer Assembly & Repair)	2u x 2y	Yes												■
Entertainment Industry	2u x 2y	Yes	■											
Hospitality (Food and Beverage)	2u x 2y	Yes					■		■		■			■
Hospitality (Food and Beverage)	2u x 1y	No					■		■		■			■
Hospitality (Kitchen Operations and Cookery)	2u x 2y	Yes									■			
Hospitality (Kitchen Operations and Cookery)	2u x 1y	No									■			
Human Services (Allied Health)	2u x 2y	Yes											■	■
Human Services (Acute Care)	2u x 2y + 1u	Yes												■
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 2y	Yes											■	
Information and Digital Technology (Digital Animation / Gaming Development)	2u x 1y	No											■	
Information and Digital Technology (Digital Animation)	2u x 2y	Yes				■								
Information and Digital Technology (Digital Animation)	2u x 1y	No				■								
Information and Digital Technology (Networking and Hardware)	2u x 2y	Yes												■
Information and Digital Technology (Networking and Hardware)	2u x 1y	No												■
Information and Digital Technology (Web and Software Applications)	2u x 2y	Yes				■								■
Information and Digital Technology (Web and Software Applications)	2u x 1y	No				■								■
Primary Industries (Horticulture)	2u x 1y	No									■			
Tourism, Travel and Events (Events)	2u x 2y	Yes				■	■		■		■			■
Tourism, Travel and Events (Events)	2u x 1y	No				■	■		■		■			■
Tourism, Travel and Events (Tourism)	2u x 2y	Yes				■	■		■		■			■
Tourism, Travel and Events (Tourism)	2u x 1y	No				■	■		■		■			■

Please note

- ATAR possible if completion of 240H - 2u x 2y course and HSC exam is sat.
- 120H – 2u x 1y ICF courses are non-ATAR; sitting of the HSC exam is not possible.
- ICF courses have mandatory work placement requirements.
- Courses are subject to change.