



Stella Maris

COLLEGE MANLY

SUBJECT SELECTION Course Information

Heads of Department Presentations

Head Teachers

Mr Wong

Design & Technology

Industrial Technology - Multimedia

Mrs Kelly

Food Technology

Textiles & Design

Community & Family Studies (CAFS)

Mr Browett

Dance

Drama

Music 1

Music 2

Design & Technology

Course Information

Head of Department: Lawrence Wong

Summary of Main Units Covered:

- **Design Process & Project Work** – Investigating needs, generating ideas, planning, producing and evaluating.
- **Design Theory** – Exploring past and present designers, innovations, and the impact of design on society.
- **Materials & Technologies** – Learning about different materials (e.g. timber, textiles, plastics) and safe use of tools, machinery, and digital technologies (e.g. CAD, laser cutting).
- **Communication Techniques** – Using sketches, models, diagrams, and digital presentations to share ideas.

Description of the Subject and Its Focus:

- Design and Technology is a subject that encourages students to become **creative problem solvers**. It focuses on **designing and producing innovative solutions** to real-world problems. Students investigate needs, research, experiment, and develop design projects that respond to user needs, environmental challenges, and new opportunities.

Key Learning Outcomes and Objectives:

- How to follow the **design process** to solve problems and create high-quality projects.
- How to work safely and confidently with **tools, materials, and digital technologies**.
- How to **think critically and creatively**, make decisions, and reflect on improvements.
- How to communicate ideas effectively using a range of **visual and written formats**.
- How design can **impact people, the environment, and the future**.

Design & Technology

Assessment Information

- **Types of assessments:**
 - **Prelim:** 3 Tasks – 2 x projects + Final Examination
 - **HSC:** 4 tasks – Presentation, Practical Activities, Research Task, Trial examination.
- **Major work**  takes up the majority of class time. Guided workshop format. Some work completed out of class time. No more study time expectation than any other subject. 60% of HSC mark.
- **HSC exam** format: 40 Marks. Multiple Choice (10 marks) Short Answer (15 marks) Extended Response (15 Marks) 40% of HSC mark.

Design & Technology

Is this course for me?

Suitable candidates:

- Students who are inquisitive and like to come up with creative solutions to everyday problems.
- Students who enjoy project-based learning whereby you move through a series of stages to achieve your goals.
- Students who have the ability to work independently, and who wish to develop their organisational and management skills.
- All students studied mandatory Technology in Years 7 and 8, which had a Design and Technology strand.
- Students can undertake Design and Technology even if they didn't study it as an elective in Year 9 or 10.

Related subjects: Subject pairs well with Industrial Technology Multimedia. Very similar folio and production structure. Business studies relates to some of the theory.

Potential skills I can develop: Creative problem-solving and innovation, research and analytical skills, technical and practical skills in design and production, communication and project management, knowledge of industrial and commercial design processes.

Design & Technology

Post – School

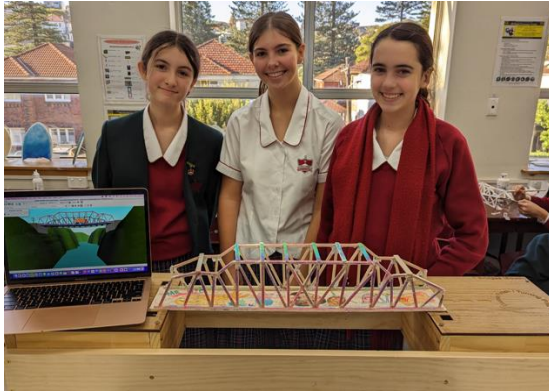
- **Potential Careers:** Skills gained from Design and Technology are applicable in careers such as:
 - Industrial Designer
 - Interior Designer
 - Architect
 - Furniture Designer
 - Product Engineer
 - Construction Manager

- **Study Pathways**

University Pathways: Courses in Industrial Design, Architecture, Engineering, Product Design, Interior Design.

TAFE Pathways: Pathways into Graphic Design, Furniture Design, Manufacturing and Production, Construction Technology.

Design & Technology



- **Head of Department:** Lawrence Wong
- **Brief outline of topics:** Short Films, Music Videos, Technologies, Processes and Businesses
- **What is this subject about:** 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**.
- **What do I learn?** How to produce and document industry standard skills in production and special effects.
- Students also investigate specific media technologies and how popular multimedia businesses operate and have become an integral part of our society.

- **Types of assessments:**
 - **Prelim:** 3 Tasks – 2 x projects + Final Examination
 - **HSC:** 4 tasks – Presentation, Practical Activities, Research Task, Trial examination.
- **Major work**  takes up the majority of class time. Guided workshop format. Some work completed out of class time. No more study time expectation than any other subject. 60% of HSC mark.
- **HSC exam** format: 40 Marks. Multiple Choice (10 marks) Short Answer (15 marks) Extended Response (15 Marks) 40% of HSC mark.

Multimedia

Industrial Technology

Is this course for me?

Suitable candidates:

- Students who have a **genuine interest** in 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 **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.

Related subjects: Subject pairs well with Industrial Technology Multimedia. Very similar folio and production structure. Business studies relates to some of the theory.

Potential skills I can develop: digital and multimedia production skills, problem-solving and creative thinking, industry research and analysis, project management and communication.

Multimedia

Industrial Technology

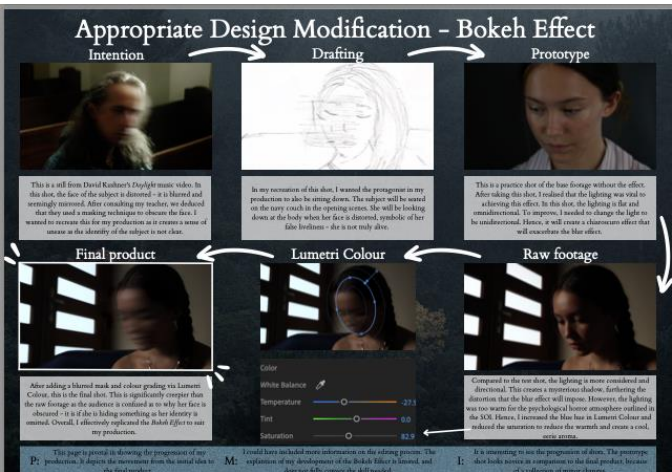
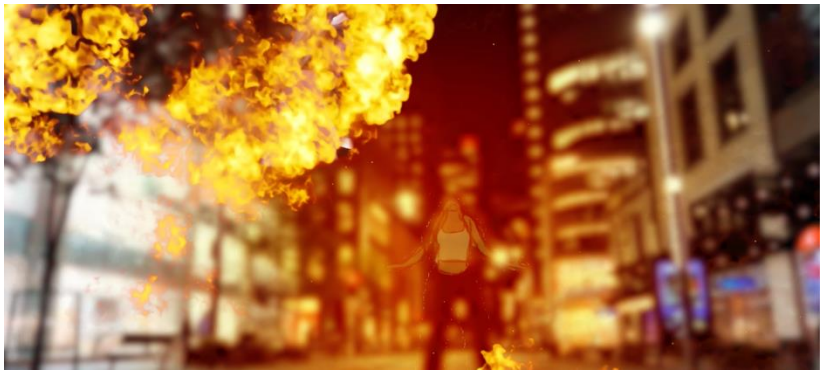
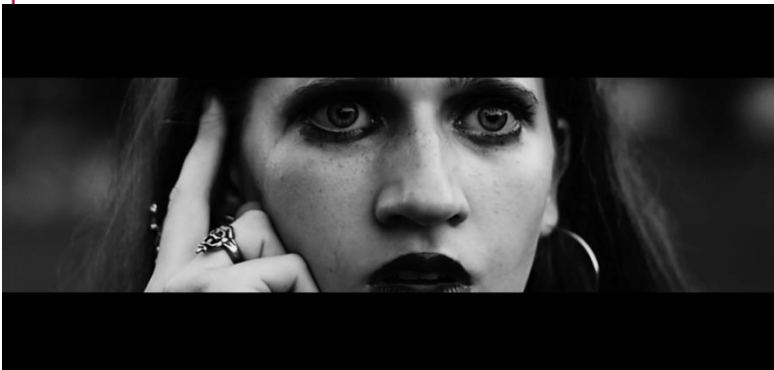
Post – School

- **Potential Careers:** Skills gained from Industrial Technology are applicable in careers such as:
 - Graphic Designer
 - Web or App Designer
 - Film/TV Editor
 - UX/UI Designer
 - Animator or Motion Graphics Designer
 - Social Media Content Creator
 - Game Developer
 - Marketing/Media Coordinator
- **Study Pathways**

University Pathways: Courses in Industrial Design, Multimedia Design, Digital Media, Animation, Communication and Media Studies, Film and TV, Game Design.

TAFE Pathways: Graphic Design, Screen and Media, Digital and Interactive Games, Web Development.

Multimedia Industrial Technology



Food Technology

Course Information

Head of Department: Luci Kelly

Contact: Email - luci_kelly@stellamaris.nsw.edu.au or find me in the staff room (main campus).

- **What is this subject about?**

Food Technology explores all aspects of food. From the consumption of food and impacts on health to design, manufacture and the importance of food on the social and economic future of Australia.

- **What do I learn?**

- Knowledge and understanding about food, nutrition, and the food industry.
- Skills in researching, analysing, experimenting and designing solutions to food situations.

- **Brief outline of topics:**

- **Preliminary** – Nutrition; Food Quality; Food Availability and Selection.
- **HSC** - Contemporary Nutrition Issues; The Australian Food Industry; Food Manufacture and Food Product Development.

- **Types of assessments:**

Preliminary: Three assessment tasks

- Nutritional Research and Analysis
- Experiment and Analysis of Functional Properties of Food
- Final Examination

HSC: Four assessment tasks.

- Investigation of the Australian Food Industry – Extended Response
- Food Manufacture Investigation and Experimentation
- Food Product Development Research and Design
- Trial HSC Examination

Major work: ✖

- **HSC Examination Format:** 3 hour written examination (100 marks)

- 20 Multiple choice questions
- 6 Short response questions
- 2 Extended response questions

Food Technology

Is this course for me?

- **Suitable candidates:**
 - Students who have a genuine interest in learning about food.
 - Students who are interested in understanding the role of food in society, including its production, processing, and consumption, and the impact of food on individual and community wellbeing.
 - Students who have an interest in nutrition, health, and the science behind food, as well as the broader social, economic, and technological factors influencing food choices and the food industry.
 - Students who are interested in developing practical skills and analysing all aspects about food
 - Students who are willing to develop and apply skills in problem-solving, teamwork, planning, and organisation, as these are key competencies fostered by the course.
- **Related subjects:** Biology, Chemistry, Health and Movement Science, VET- Hospitality
- **Potential skills I can develop:** Knowledge of nutrition, diet and food science, food safety and handling techniques, practical cooking and food preparation skills, research and analytical skills related to food industry trends, creativity in food product development and presentation.

Food Technology

Post – School

- **Potential Careers:** Skills gained from Food Technology are applicable in careers such as:

- Dietitian/Nutritionist
- Food Technologist
- Food Safety Inspector
- TAS Teacher
- Agricultural and Food Scientist
- Hospitality & Catering Manager
- Chef
- Quality Control Officer
- Food Marketing

- **Study Pathways**

University Pathways: Courses in Food Science & Technology, Dietetics & Nutrition, Hospitality & Tourism Management, Agricultural Science, Public Health & Health Sciences.

TAFE Pathways: Pathways into Commercial Cookery & Patisserie, Food Safety & Quality Control, Nutrition & Health Studies, Hospitality & Event Management.

Food Technology



Textiles & Design

Course Information

Head of Department: Luci Kelly

Contact: Email - luci_kelly@stellamaris.nsw.edu.au or find me in the staff room (main campus).

- **What is this subject about:**

Textiles and Design aims to help students understand and appreciate the role of textiles in society while building their confidence and skills in selecting, designing, and producing textile projects. The course explores the science and technology behind textiles, focusing on their properties and performance to support informed decision-making. Students also examine contemporary, cultural, and historical influences on textiles and explore current issues affecting the Australian Textile, Clothing, Footwear, and Allied Industries, including environmental and marketing factors.

- **What do I learn:**

Knowledge and understanding of:

- The functional and aesthetic requirements of textiles for a range of applications.
- The Australian Textile, Clothing, Footwear and Allied Industries.
- The properties and performance of textiles to the development and manufacture of textile items.
- Textile sustainability and innovation.

Practical skills in:

- The design and manipulation of textiles through the use of appropriate technologies.
- Experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses.

Textiles & Design

Course Information

Brief outline of topics:

- **Preliminary – Theory**

Design - Elements and principles of design; types of design; manufacturing and embellishment methods; and communication techniques for folio work.

Properties and Performance of Textiles - Analysis of fabric, yarn, and fibre properties.

Australian Textile, Clothing, Footwear and Allied Industries - Industry overview: past, present, and future; and the quality and value of textiles.

Textile Projects and Practical Applications (practical and folio work)

Students complete TWO textile projects to develop their creative abilities and skills in generating and communicating ideas (folio work), fashion drawing/sketching, design modification, manufacturing, continuous evaluation of the design process and effective management of time and resources.

- **HSC - Theory**

Design – Fabric colouration and decoration; historical design development of swimwear; cultural factors that influence design and designers.

Properties and Performance of Textiles – End use applications; innovations and emerging textile technologies.

Australian Textile, Clothing, Footwear and Allied Industries – Environmental sustainability; current issues; marketplace.

Textiles & Design

Assessment Information

- **Types of assessments:**

Preliminary: Three assessment tasks

- Fibre and Yarn Research and in-Class Test
- Project Work (Practical and Folio)
- Yearly Theory Examination (1 ½ hour written examination)

HSC: Four assessment tasks

- Major Textiles Project Proposal
- Australian Textile Industry and Historical Design Development of Swimwear Research and In-class test
- Investigation and Experimentation of Fibres, Yarns and Fabrics
- Trial examination (1 ½ hour written examination)

- **HSC Examination Format:** 1 ½ hour written examination (50 marks).

Section I: 10 Multiple choice

Section II: 3 Short response questions

Section III: 2 Extended response questions

Textiles & Design

Assessment Information

HSC Major work:  Major Textiles Project (50% of course hours)

- Consists of a practical component and supporting documentation (folio)
- Practical - 25 marks, folio - 25 marks = 50 marks in total
- Is externally marked
- The project focus is selected from ONE of the following areas:
 - Apparel
 - Furnishings
 - Costume
 - textile arts
 - non-apparel.
- The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.

Textiles & Design

Is this course for me?

Suitable candidates:

- Students who have a passion and commitment for textiles and visual design.
- Students who can work to a deadline and have good organisation and self-management skills.
- Students who are resilient and can act on constructive feedback and evaluates their progress.
- Students who are prepared to attend holiday textile workshops and afterschool timetabled lessons when required.
- **Related subjects:** Business Studies, Visual Arts, Design and Technology, Science, Legal Studies

There is no prerequisite study for the Preliminary course.

- **Potential skills I can develop:** Creative design and innovation, fabric selection and manipulation, research and problem-solving in textile applications, technical and practical skills in textile production, time and project management.

Textiles & Design

Post – School

- **Potential Careers:** Skills gained from Textiles & Design are applicable in careers such as:

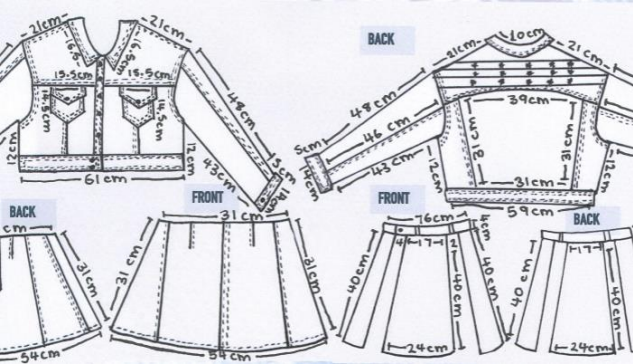
- Fashion Designer
- Interior Stylist/Decorator
- Costume and Set Designer
- Patternmaker
- TAS teacher
- Fashion Buyer/Merchandiser/Marketing
- Product Developer (Fashion/homewares)
- Fashion Illustrator
- Sustainable Fashion Consultant
- Textiles Scientist/chemist

- **Study Pathways**

University Pathways: Courses in Fashion and Textile Design, Textile Technology, Industrial or Interior Design, Sustainable Design and Innovation, Creative Arts, Textile Science.

TAFE Pathways: Certificates and Diplomas in Fashion Design, Textile Manufacturing, Costume Design, Retail and Merchandising.

Textiles & Design



Head of Department: Luci Kelly

Contact: Email - luci_kelly@stellamaris.nsw.edu.au or find me in the staff room (main campus).

- **What is this subject about:**

CAFS explores the issues faced by individuals, families, and communities today, and how making informed decisions and accessing suitable support can enhance their wellbeing. It also fosters an appreciation for the diversity and interdependence of individuals, groups, families, and communities.

- **What do I learn:**

Knowledge and understanding about:

- Resource management and its role in ensuring the wellbeing of individuals, groups, families and communities.
- The contribution of positive relationships to the wellbeing of individuals, groups, families and communities.
- The influence of a range of societal factors on individuals, groups, families and communities.
- Research methodology and skills in researching, analysing and communicating.

Skills in:

- Applying management processes to meet the needs of individuals, groups, families and communities.
- Critical thinking and taking responsible action to promote wellbeing.

Brief outline of topics:

- **Preliminary**

Resource Management – Explores fundamental concepts of resource management, highlighting how access to resources supports individuals in meeting their needs and enhancing their wellbeing.

Individuals and Groups - Individuals and their interactions within personal groups, families, and communities.

Families and Communities – Examines different types of family and community structures, and how informal and formal support can assist families and communities manage change and challenges effectively to improve overall wellbeing.

- **HSC**

Research methodology – Focuses on research methods and skills, culminating in the completion of an Independent Research Project (IRP).

Groups in Context – Explores the characteristics and needs of specific community groups, including youth, rural and remote families, people with disabilities, and the aged.

Parenting and Caring – Examines issues faced by individuals and groups who take on parenting and caring roles in contemporary society.

Individuals and work – Investigates contemporary issues faced by individuals as they manage roles within both family and work environments.

- **Types of assessments:**

Preliminary: Three assessment tasks

- Case study on resource management
- Observation research Report – on groups
- Final Examination (2-hour examination)

HSC: Four assessment tasks

- Research Methodology Analysis – based on IRP
- Groups in Context Research and In-Class Task
- Parenting and Caring Case Study
- Trial HSC Examination

Major Work: ✗

Independent Research Project (IRP)- group research task on a negotiated topic and individual analysis of findings. ***This is not a Major Project.***

- **HSC Examination Format:** 3 hour written examination (100 marks)

Section I:

Part A: 20 multiple choice

Part B: 9 Short and extended response questions

Section II: 3 Short and extended response questions

- **Suitable candidates:**

- Students who have an interest of people and social issues.
- Students who have an interest in learning about real-life situations, managing resources, and understanding factors that contribute to wellbeing.
- Students who enjoy research, investigation and data analysis.
- Students who have a desire to develop skills in resource management, problem-solving and critical thinking.
- Students who have aspiration for careers in helping professions such as social work, psychology, community services, health, or welfare sectors.
- Students who are willingness to work independently and collaboratively.

There is no prerequisite study for the Preliminary course.

- **Related subjects:** Health and Movement Science, Legal Studies, and Society and Culture
- **Potential skills I can develop:** Research and data analysis skills, resource management and problem-solving abilities, communication and interpersonal skills, critical thinking and decision-making, understanding of social structures and human behaviour.

- **Potential Careers:** Skills gained from CAFS are applicable in careers such as:
 - Social Worker
 - Counsellor
 - Psychologist
 - Youth Worker
 - Family Support Worker
 - Human resources manager
 - Community Development Officer
 - Early Childhood Educator
 - Public Policy Advisor
 - Police force
 - Health and Allied Services such as nurses and midwives, paramedics, and occupational Therapists

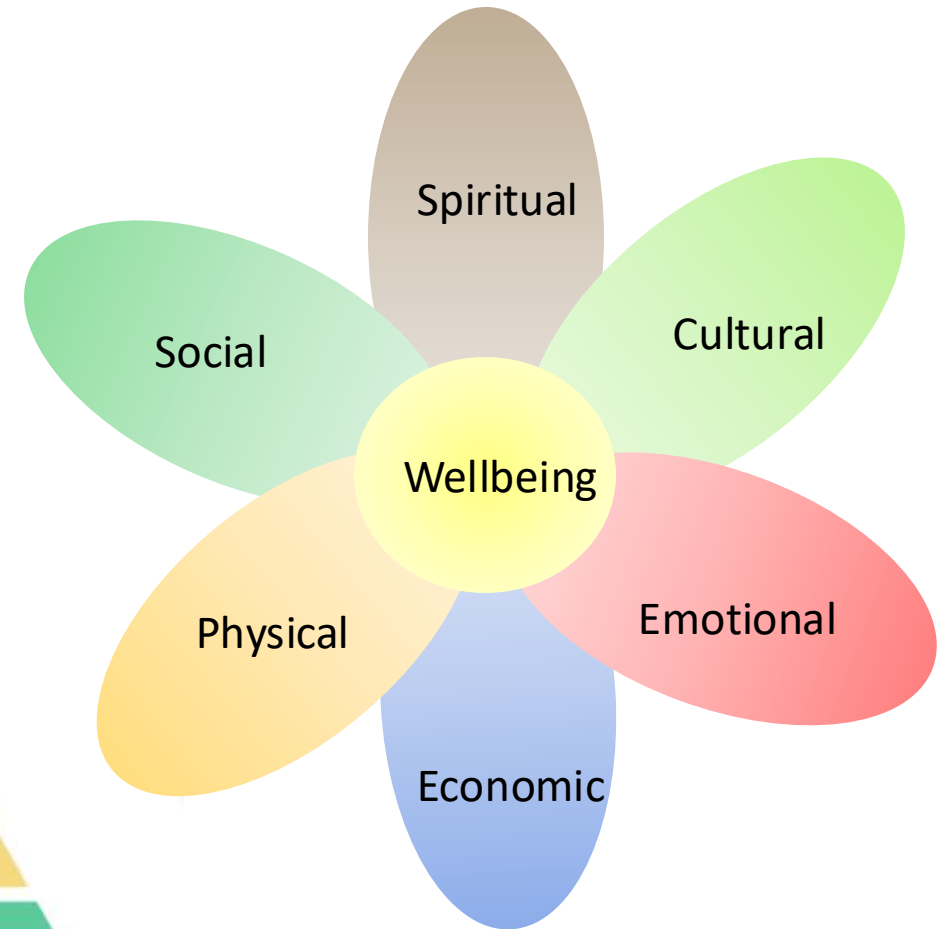
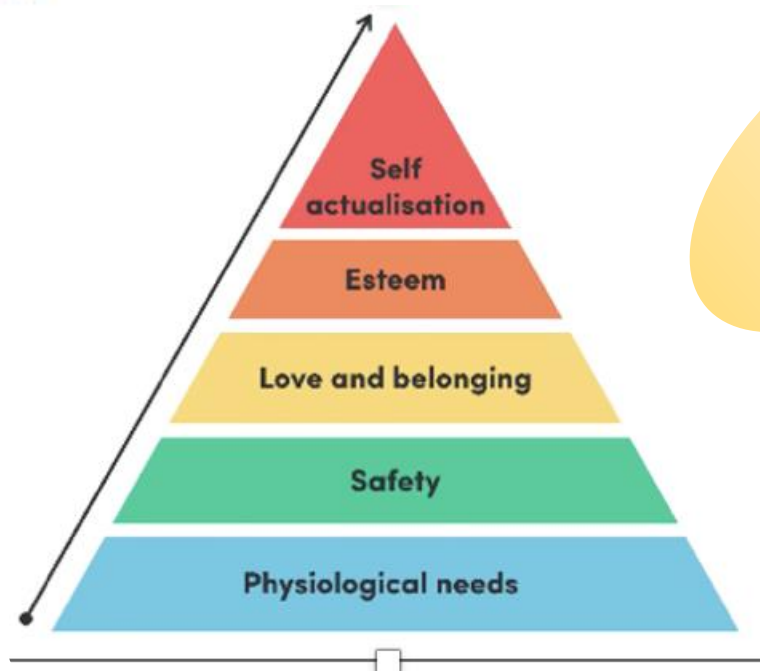
- **Study Pathways**

University Pathways: Courses in areas such as Social Work, Community Services, Education, Psychology, Sociology, Public Health

TAFE Pathways: Pathways into vocational education and training programs like Community Services, Early Childhood Education, Aged Care and Disability Support, Youth Work.

CAFS

Community & Family Studies



Dance

Course Information

- **Head of Department: Mr Browett. Teacher: Ms Jones:** You can email us or pretty much always find Mr Browett in the Music room/s or Ms Jones in the Dance studio.
- **Brief outline of topics:**
 - Performance: You will perform two solo dance works choreographed for you, or by you, in lyrical and contemporary styles.
 - Composition: You will choreograph a solo work, in either lyrical or contemporary style, using a motif, structure/form, pathway, and the elements of dance (Space, Time, Dynamics).
 - Appreciation: The study of Australian and international choreographers and their works, anatomy and physiology, safe dance, and the compositional process
 - You will complete a written exam paper, comprising of two short essays, on two choreographers and their works.
- **What do I learn?** In Dance you will perform as a soloist at a high level of skill, using correct technique, with a focus on interpretation and performance quality. The expectation of skill level is similar to Extension Company standard.

Dance

Assessment Information

- **Types of assessments:**

- **Prelim:** In Year 11 each component is weighted:

- Performance 40%

- Composition 30%

- Appreciation 30%

- **HSC:** In Year 12 you have three components that are worth 20% plus a Major Option worth a further 40%

- Performance 20%

- Composition 20%

- Appreciation 20%

- Major Option 40% (Performance, Composition, Appreciation or Film)

- **Major Work Option**  Time required varies depending on the area you choose. For eg: If you choose Major Performance, your teacher will choreograph another routine for you which takes roughly 5 – 8 weeks to learn (1 lesson a week), followed by much rehearsal. However, Majoring in other areas takes a longer amount of time.



- **HSC exam format** – You are required to write two short essays (30mins each)

Dance

Is this course for me?

- **Suitable candidates:**
 - In Dance you will perform as a soloist at a high level of skill, using correct technique, with a focus on interpretation and performance quality. The expectation of skill level is similar to Extension Company or Senior Company standard.
 - You will learn to choreograph movement, creating original works with meaning, in a lyrical or contemporary style.
 - Through the study of dance appreciation, you will learn to critically analyse dance and gain an understanding of the social and historical contexts that influence Dance.
- **Potential skills I can develop:** Physical fitness, strength, coordination and body awareness, confidence and performance skills, teamwork and collaboration, creativity and self-expression, discipline and time management

Dance

Post – School

- **Potential Careers:** Skills gained from Dance are applicable in careers such as:



- Professional Dancer (stage, film, TV)
- Fitness Instructor – Pilates/yoga
- Choreographer
- Dance therapist
- Dance Teacher
- Arts Administrator
- Studio owner/operator
- Perform in Musicals
- Performance in Contemporary Dance Companies, Cruise ships, for Music Artists

- **Study Pathways**

University Pathways: Bachelor of Dance, Performing Arts, Choreography, or Education (Dance teaching)

Full Time Courses: Musical Theatre, Contemporary, and Ballet (Performance)

TAFE Pathways: Courses in dance performance, management, fitness, and community arts

Dance

Performance Opportunities

Senior Dancers have the opportunity to dance at a number of performance evenings including our Cabaret Show, Showcase Evenings (Dance Night), HSC Dance Showcase, Year Meetings, and College Assemblies.

External Opportunities

As well as our in-house performances Stella Dancers are offered external training opportunities through auditions and workshops with industry choreographers..



Excursions / Tour

Dance students will attend a professional production (e.g. MJ The Musical in 2025) as well as the possibility of a tour in 2026/27

Ensembles/Company

Stella Maris has a number of dance groups to further extend your experience and training. Through the Ensemble/Company program students perform in troupes that compete against other schools across both the state and nationally.

Drama

Course Information

- **Head of Department: Mr Browett. Teacher: Ms Nicola:** You can email us or pretty much always find Mr Browett in the Music room/s or Ms Nicola in the Drama studio.
- **Brief outline of topics:** Performing and Making in Group Performances and Projects and Individual Projects. The element Critically Studying is marked by presentations, logbooks, and essays.
- **What is this subject about?** Drama is about students challenging themselves to take risks and maximise their dramatic abilities. It's about the enjoyment of performing and studying drama and theatre.
- **What do I learn?** Students learn through experiential practice. We make and perform theatre. We don't just read scripts, we perform scripts. However, we don't just perform scripts, we also create original works.



Drama

Assessment Information

- **Types of assessments:**
 - **Prelim: 3 Tasks** (Major Production, Mini Group Performance and Mini Individual Project + Logbook)
 - **HSC: 4 Tasks** (Performance & Written Essay, Performance & Portfolio, GP & IP, and Written Exam + Logbook)
 - **Group Performance (GP):** A collaborative, original theatrical work created and performed by a group of 3-6 students based on a chosen theme or concept, issue, idea, or image.
 - **Individual Project (IP):** A **major work** where students get to demonstrate their expertise in a chosen area of drama, such as critical analysis, design (costume, lighting, promotion and set), performance (monologue), scriptwriting, or video drama.
- **Major work:**  Your choice of Individual Project (see above), due late August/early September
- **HSC exam format:** 90-minute written exam (x2 essays on x2 plays studied throughout Semester 1)



Drama

Is this course for me?

Suitable candidates: In Drama you are encouraged to think outside the box, fostering your creativity and imagination. You will collaborate to create an original group performance, perform in plays, study exciting theatrical forms, styles of direction and acting techniques from around the world.

Potential skills I can develop: Many of the skills acquired through studying drama—such as confidence, communication, teamwork, and resilience—are transferable to various aspects of life, including academic pursuits, careers, and personal relationships. Overall, studying drama enriches students' lives in myriad ways, equipping them with skills and experiences that are not only valuable in the theatre but also, in every facet of life.



Drama

Post – School

- **Potential Careers:** Skills gained from Drama are applicable in careers such as: Actor, Director, Lawyer, Screenwriter, Playwright, Stage Manager, Lighting, Set or Costume Designer, Film Maker, Film Production, Writer, Influencer, Podcaster, Youtuber, Teacher, Corporate Trainer, Professional Comedian.

- **Study Pathways**

University Pathways: Bachelor of Performing Arts, Bachelor of Theatre, Film, or Media Studies, Degrees in Education, Communications, or Creative Arts.

TAFE Pathways: Certificates/Diplomas in Acting, Theatre Production, or Film and Television, Courses in Event Management and Stage Production.



Drama

Studying Drama offers numerous benefits beyond learning about theatrical performance. The opportunity to collaborate with others on an original pieces of theatre in Yr11 and the HSC trains the tools of collaboration.

Collaboration is a primary skill that employers are looking for in a multitude of industries.

Collaboration fosters important skills such as co-operation, compromise and leadership. Acting in front of an audience can be nerve-wracking but it also builds confidence.

Drama enhances communication skills, both verbal and non-verbal. Students learn how to articulate their thoughts clearly and convey emotions effectively.

Engaging with different characters and storylines helps students develop empathy, a quality that promotes positive engagement in life and work.



Music 1

Course Information

- **Head of Department: Mr Browett.** You can email me or pretty much always find me in the Music room/s
- **Brief outline of topics:** Music for Radio, Film, Television & Multimedia, Music of a Culture, Popular Music, An instrument and its repertoire, Music for Small Ensembles, Music of the 20th & 21st century.
- **What is this subject about?** Music (performing, listening, discussing and creating) with room to focus on your areas of interest.
- **What do I learn?** Performance, Aural, Composition, Musicology. (+ confidence, bravery in the face of vulnerability, resilience, story telling, critical thinking, teamwork, communication, discipline... the list goes on)

Music 1

Assessment Information

- **Types of assessments:**
 - **Prelim (Y11): 3 tasks**
 - Composition
 - Viva Voce (Musicology)
 - Performance & Aural
 - **HSC (Y12): 4 tasks**
 - Composition, Musicology, Performance & Aural and Electives (Performance/ Musicology / Composition)
- **Major work:** ☒ Performance Exam in September, 1x (minimum) 4x (max) performances
- **HSC exam format:** 1 hour listening (aural) exam in October (see next slide)



Music 1

2024 HSC exam

NSW Education Standards Authority

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Centre Number

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Student Number

2024 HIGHER SCHOOL CERTIFICATE EXAMINATION

Music 1

Aural Skills

General Instructions

- Reading time – 5 minutes
- Write using black pen
- Extra writing space is provided on pages 10–12
- Write your Centre Number and Student Number at the top of this page

Total marks:
30

- Attempt Questions 1–4

Office Use Only – Do NOT write anything, or make any marks below this line.

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Assessment Information

Question 4 (8 marks)

An excerpt (1 minute 40 seconds) from *Edge of Midnight (Midnight Sky Remix)* by Miley Cyrus ft. Stevie Nicks will be played SIX times for you to answer Question 4.

This excerpt is from 0:00–1:40 of *Edge of Midnight (Midnight Sky Remix)* by Miley Cyrus ft. Stevie Nicks on the ‘Plastic Hearts’ album (2020).

Times:	First playing	—	10 second pause
	Second playing	—	30 second pause
	Third playing	—	1 minute pause
	Fourth playing	—	1 minute pause
	Fifth playing	—	2 minute pause
	Sixth playing	—	2 minute pause

Analyse the use of texture and tone colour in this excerpt.

[illegible]

Music 1

- **Suitable candidates:** Entry level course - open to all students (no need to have studied Music in Y9-10).
- **Is it for me?**
'Are we gonna get fully stitched up?'
To do well, you have to *want* to do it and be disciplined.
- **Related subjects:**
English, Drama, Dance, Visual Arts, Society & Culture...
- **Potential skills I can develop:**
Deep focussed listening, perform with confidence as a soloist or in a group, compose music in a style you enjoy, work as a team, build critical thinking, communication and presentation skills. Develop a strong sense of self belief and identity.

Is this course for me?



Music 1

Post – School

- **Potential Careers:** Skills gained from Music 1 are applicable in careers such as:
 - Performing Artist (solo or band)
 - Music Producer or Sound Engineer
 - Composer or Songwriter
 - Music Teacher or Tutor
 - Good human
 - Audio Technician (studio, radio, film)
 - Arts Administrator or Event Coordinator
 - Music Journalist, Broadcaster or DJ
 - Music Licensing and Publishing
 - Who knows 🙋 'Influencer' never used to exist

- **Study Pathways**

University Pathways: Courses in, areas such as Music, Arts, Education, Music Production/Technology, Music Therapy, Arts Management.

TAFE Pathways: Certificate or Diploma in Music Industry, Sound Production, Music Performance, Audio Engineering.

Music 1

Performance Opportunities

Senior musicians have the opportunity to play at a number of performance evenings including our Cabaret Show, Showcase Evenings, Year Meetings and College Assemblies.

External Shows

As well as our in-house performances Stella musicians are offered external performance opportunities such as playing with The Cat Empire and the Sydney Symphony Orchestra at the Opera House and the Y12 Music Night @ Bucketty's



Excursions / Tour

Music students will attend a professional production (e.g. MJ The Musical in 2025) as well as the possibility of a tour in 2026/27

Ensembles

Stella Maris has a number of Ensembles to further compliment your individual playing such as Performance Band, Jazz Band, Contemporary Bands, Vocal & Senior Vocal Ensemble, Guitar Ensemble, Drum Club & 'Tune Up'



Music 2

- **Head of Department: Mr Browett**
You can email me or pretty much always find me in the Music room/s
- **Brief outline of topics:** Medieval & Renaissance,
Music 1600-1900 (Baroque, Classical, Romantic)
Music of the last 25 Years (Australian Focus)
Music 1900-1945
- **What is this subject about?** Music (performing, reading, listening, discussing and creating) with room to focus on your areas of interest.
- **What do I learn?** Performance, Aural, Composition, Musicology. (+ confidence, bravery in the face of vulnerability, resilience, story telling, critical thinking, teamwork, communication, discipline... the list goes on)

Course Information



Music 2

Assessment Information

- **Types of assessments:**
 - **Prelim (Y11): 3 tasks**
 - Listening
 - Composition
 - Performance & Aural
 - **HSC (Y12): 4 tasks**
 - Composition, Musicology, Performance & Aural and Electives (Performance/ Musicology / Composition)
- **Major work:**  Performance Exam in September, 1x (minimum) 3x (max) performances
- **HSC exam format:** 1 hour listening (aural) exam in October (see next slide)



Music 2



NSW Education Standards Authority

Centre Number					
Student Number					

2024 HIGHER SCHOOL CERTIFICATE EXAMINATION

Music 2

Musicology and Aural Skills

General Instructions

- Reading time – 5 minutes
- Write using black pen
- Manuscript paper is provided on pages 12–14
- Extra writing space is provided at the back of this booklet
- Score Attachments are provided with this paper
- Write your Centre Number and Student Number at the top of this page

Total marks: 35
• Attempt Questions 1–4

Office Use Only – Do NOT write anything, or make any marks below this line.
1130 15300 4393310351

2024 HSC exam

Total marks – 35
Attempt Questions 1–4

All instructions, musical examples, and pauses for reading and writing are included on the recording.

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

Manuscript paper is provided on pages 12–14. If you use this space, clearly identify the question or question part to which the music refers.

Extra writing space is provided at the back of this booklet. If you use this space, clearly indicate which question you are answering.

Question 1 (8 marks)

This question is based on an excerpt from *Prelude and Dragonfly Dance* by Ross Edwards.

This excerpt (Score Attachment A) is from 0:00–2:05 of *Prelude and Dragonfly Dance* by Ross Edwards on the 'Ross Edwards: Ecstatic Dances' album (Tall Poppies, 1994).

This excerpt is based on bars 1–31.

The score of this excerpt is Score Attachment A.

You have ONE minute to look at the score.

The excerpt will be played FOUR times for you to answer parts (a), (b) and (c).

Times: First playing — 10 second pause
Second playing — 1 minute pause
Third playing — 1 minute pause
Fourth playing — 2 minute pause

(a) Describe the meaning of the following circled musical signs.

Vibraphone 2 Bar 2		
Marimba 2 Bar 17		

Question 1 continues on page 3

– 2 –

Office Use Only – Do NOT write anything, or make any marks below this line.

2381310356

Assessment Information

Symphonic Nr. 3
(F dur)
für großes Orchester

Anton Bruckner, Op. 38
(revised last)

1 Allegro con brio

2 Flöten
2 Oboen
2 Klarinetten in B
2 Fagotte
Kornett/Fagott
4 Hörner
in F
2 Trompeten in F
3 Posaunen
Tuba in F
1 Violon
2 Violon
Bratsche
Viola
Kontrabaß

7

Fl.
Ob.
Klar.
(B)
Fag.
Kornett/Fagott
Hr.
Tromp.
(F)
Oboen.
3 Viol.
2 Viol.
Br.
Viola
K.B.

13

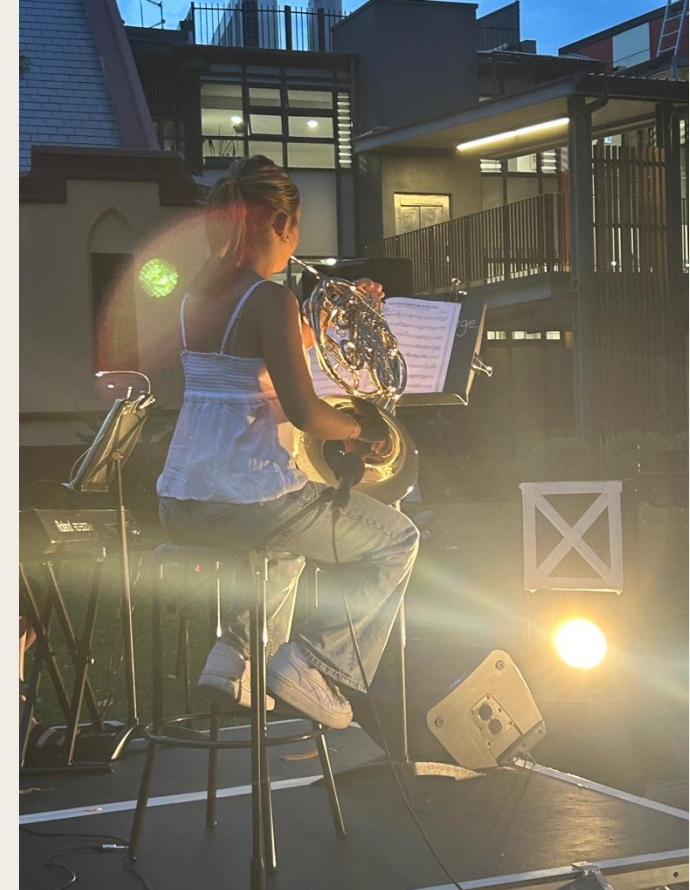
Fl.
Ob.
Klar.
(B)
Fag.
Kornett/Fagott
Hr.
Tromp.
(F)
Oboen.
3 Viol.
2 Viol.
Br.
Viola
K.B.

– 3 –

Music 2

Is this course for me?

- **Suitable candidates:**
For students who have studied Music in Y7-10. Need to be literate in Music theory - written and aural. (Not entry level like Music 1)
- **Is it for me?** Favours well organised, analytical approaches
- **What will I learn?**
 - You will work on developing your performance skills both as a soloist and as part of an ensemble.
 - You will listen to music from different periods in history and analyse how composers created it.
 - You will learn to compose and arrange music for instruments of your choosing.
 - You will learn to discuss and write about the way the Concepts of Music are used in a wide range of musical styles.
- **Related subjects:** Maths, English, Sciences, HSIE, Drama ...
- **Potential skills I can develop:**
Analytical thinking, deep focussed listening, ability to perform with confidence as a soloist or in a group, compose music in a style you enjoy, work as a team, build critical thinking, communication and presentation skills. Develop a strong sense of self belief and identity.



Music 2

Post – School

- **Potential Careers:** Skills gained from Music 2 are applicable in careers such as:
 - Professional Musician (soloist, ensemble)
 - Composer or Arranger
 - Music Teacher (private studio or classroom)
 - Conductor or Music Director
 - Event Manager
 - Musicologist or Academic
 - Audio Engineer or Sound Designer
 - Arts Administrator
 - Film, Game, or Media Composer
 - Who knows 🙋 'Influencer' never used to exist

- **Study Pathways**

University Pathways: Courses in, areas such as Music – performance, composition, musicology, Arts, Education, Music Therapy, Double degrees

TAFE Pathways: Sound Production, Music Production, Audio Engineering



Music 2



Performance Opportunities

Senior musicians have the opportunity to play at a number of performance evenings including our Cabaret Show, Showcase Evenings, Year Meetings and College Assemblies.

External Shows

As well as our in-house performances Stella musicians are offered external performance opportunities such as playing with The Cat Empire and the Sydney Symphony Orchestra at the Opera House and the Y12 Music Night @ Bucketty's

Ensembles

Stella Maris has a number of Ensembles to further compliment your individual playing such as Performance Band, Jazz Band, Contemporary Bands, Vocal & Senior Vocal Ensemble, Guitar Ensemble, Drum Club & 'Tune Up'



Excursions / Tour

Music students will attend a professional production (e.g. MJ The Musical in 2025) as well as the possibility of a tour in 2026/27

Head Teachers

Ms Murray

Languages

Ms Quick

Visual Arts

Ms Clemesha

Enterprise Computing

VET

Ms Neville

Business Studies

Legal Studies

Economics

Geography

Society and Culture

Languages

Course Information

Chinese and Literature

for native speakers

- Preliminary 2 units
- HSC 2 units

Japanese, Italian, French, Spanish

Beginners

Learn a new language or continue the language you learnt in Year 8.

§ Preliminary 2 units

§ HSC 2 units

Continuers

- Continuing from Year 10
- Preliminary 2 units
- HSC 2 units

Extension Year 12 1 unit

• ***A minimum number of students is required for a Year 11 class.***

Languages

Course Information

Head: Ms Jennifer Murray: main staffroom. Email: jennifer_murray@stellamaris.nsw.edu.au

Topics

.Continuers: Relationships, School Life, Leisure and Interests, Holidays, Travel and Tourism, Careers, Arts and Entertainment, the Environment

.Beginners: Healthy Lifestyle, My Neighbourhood, Housing, Directions, Going Out, Free Time, Holidays, Travel and Tourism

.Chinese and Literature

- .1. The individual and the community
- .2. Youth culture
- .3. Global issues

Learn to understand and speak and write in the language.

Appreciate the way of the life in the countries where the language is spoken.

Languages

Other options

Students can learn a language not offered by Stella Maris College by studying at the NSW School of Languages or Secondary College of Languages.

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

Armenian
Chinese
Dutch
French
German

Latin
Indonesian
Korean
Italian
Japanese

Modern Greek
Polish
Portuguese
Russian
Spanish

NSW School of Languages: Students work in the library and have a weekly phone session with their language teacher.

Secondary College of Languages: Students attend lessons on Saturday mornings.

Languages

Assessment Information

- **Preliminary: 3 tasks** assessing 4 skills:
Speaking, Listening, Reading and Responding, Writing
- **HSC: 3 tasks** assessing 4 skills:
Speaking, Listening, Reading and Responding, Writing
- **Listening:** Listen to a recording in the language. Questions and answers in English or Chinese for Chinese and Literature.
- **Reading and Responding:** Read texts in the language. Questions and answers in English.
- **Writing** in the language. 200 words maximum
- **Speaking** = a conversation in the language
- No grammar questions
- Dictionaries allowed in all assessments except Speaking

Languages

Is this course for me?

- **Suitable candidates:** Students who:
 - work consistently
 - are keen to learn about other cultures
 - have a good memory and are prepared to learn vocabulary and verbs by heart
 - can recognise when sounds differ
 - accept that the grammar is different
 - value the interaction in small classes

Students who study Music are often well suited to learning a language.

- **Potential skills I can develop:** communication and listening, cultural awareness, problem- solving, memory and attention to detail, global perspective

Languages

Post – School

- **Potential Careers:** Skills gained from studying a language are applicable in careers such as:
 - Interpreter or Translator
 - Diplomat or Foreign Affairs Officer
 - Language Teacher
 - International Business or Marketing
 - Tourism or Hospitality
 - Journalist or Foreign Correspondent

A second language increases opportunities for overseas employment.

- **Study Pathways**

University Pathways: Language, International Studies, Linguistics, Education, Law or Business

TAFE Pathways: Interpreting, Translation, Tourism, or Hospitality

Languages



Italian cooking

Year 12 Japanese Beginners class



Spanish lunch



Visual Arts

Course Information

- **Head of Department:** Marisa Quick – marisa_quick@stellamaris.nsw.edu.au
- **Brief outline of topics** Students explore a variety of artmaking practices and make artworks that reflects the students interests and concerns. In Year 11, students explore the Australian Landscape and The Body. In Year 12, students create a self directed Body of Work in the medium of their own choice and complete 5 Case Studies about various artists
- **What is this subject about? Visual Art** is a creative subject where students make artworks exploring a variety of themes. Students learn about and investigate artworks from the past and present and write extended responses exploring concepts about the artworld via the Frames, Practice and the Conceptual Framework.
- **What do I learn?**
 - How to use a variety of art materials
 - Improve and refine your skills and techniques in art making
 - Develop conceptual strength and meaning in your artworks
 - Explore artworks throughout history
 - Analyse and interpret artworks in written form

- **Types of assessments:**

- **Prelim:** 3 Assessment tasks. Practice and Written.

- Task 1: Beyond the Landscape – artmaking exploring the Australian Landscape. Students choose their own materials and style of artmaking + In class written task

- Task 2: The Body – artmaking exploring the human body. Students choose their own materials and style of artmaking + In class essay task

- Task 3: 1.5hr exam with short answers and essay

- **HSC:** 4 Assessment Tasks

- Task 1: BOW development and multimodal presentation

- Task 2: In class essay

- Task 3: BOW final feedback

- Task 4: Trial HSC 1.5hr exam with short answers and essay

Visual Arts

Assessment Information

Major work

In Visual Art, the major work is called a **Body of Work**. Students in Year 12 undertake the development and production of their own, self-directed Body of Work exploring a theme of their own choosing in the material area of their own choice.

Students have 3 terms to develop and resolve their BoW. It is worth 50% of your final HSC mark. Your BoW will take up a majority of class time and you will need to continue working on it outside of class time too.

HSC exam format: 50% of the Visual Art course is the Historical and Critical studies of Visual Arts. Students learn about and investigate contemporary and historical artworks which explore a variety of themes. Students write short answer responses to unseen artworks and develop essays exploring artists of their choice.

The HSC Visual Art exam is divided in 2 parts. Section 1 is 3 x short answer written responses exploring unseen artworks. Section 2 is an essay about artists and their artworks. Students choose 1 essay question from a possible 6.

The exam is 1.5 hours

Visual Arts

Is this course for me?

- **Suitable candidates:** If you are a creative student who enjoys making artworks as well as looking at and writing about artworks then Visual Art is for you!
- It helps if you are: an independent worker and self motivated; able to consistently work on artworks for a number of weeks; interested in exploring materials and ideas; able to manage your time well
- **Related subjects:** All students are welcome to study Visual Arts, even if you have not studied Visual Art since Year 8. Many students who enjoy Photography, Multimedia, DT and Textiles also enjoy Visual Art.
- **Potential skills I can develop:** Creativity and design thinking, visual communication, problem solving, attention to detail, independent project work.

Visual Arts

Post – School

- **Potential Careers:** Skills gained from studying Visual Arts are applicable in careers such as:
 - Visual Artist or Illustrator
 - Graphic Designer
 - Photographer
 - Art Teacher or Art Therapist
 - Animator or Game Designer
 - Curator or Gallery Assistant
- **Study Pathways**
 - University Pathways:** Fine Arts, Design, Architecture, Art Education, Creative Industries
 - TAFE Pathways:** Graphic Design, Illustration, Animation, Photography, Interior Design

Visual Arts



Enterprise Computing

Course Information

Head of Department: Mrs Clemesha

Contact email: linda_clemesha@stellamaris.nsw.edu.au

Brief outline of topics: Interactive media (web design and digital marketing), data science and visualisation, networking, cybersecurity, and intelligent systems (machine learning and AI), app development and project management.

What is this subject about? Explores how computers and digital tools shape the business world. Through a variety of hands-on projects, you will learn problem-solving, systems design, and collaborative teamwork—essential skills for the future. This course encourages creativity, and an entrepreneurial mindset, preparing students for future study and a wide range of careers in computing, engineering and business.

What do I learn?

- Discover how big businesses use powerful computer systems to manage and share huge amounts of information.
- Learn how businesses stay ahead of hackers and keep their data safe.
- Explore the latest tech trends like artificial intelligence, cloud computing and data visualisation
- See how businesses use technology to solve problems and make smart decisions.

Enterprise Computing

Assessment Information

Types of assessments:

Preliminary: Three assessment tasks

- Interactive Media - Design and create an interactive website for a community issue
- Networking - Design and connect a network for a small business/home
- Final Examination

HSC: Four assessment tasks

- Data Analysis - Conduct research on a data set and create a data dashboard
- Data Visualisation - Visually represent trends, patterns and relationships in data to tell a story.
- Enterprise Project - Create a digital solution to a business problem e.g. building an app and website to organise volunteers for Manly Women's Shelter.
- HSC Trial Examination

MAJOR WORK ✖

HSC exam format: 2.5-hour online exam with MC / short responses /practical application

Enterprise Computing

Is this course for me?

- **Suitable candidates:** Students who are :
 - inquisitive and creative thinkers, curious about how technology is used in the business world to solve problems and drive innovation.
 - enjoy project-based learning, where they can manage hands-on, real-world project.
 - interested in future-focused topics such as artificial intelligence, cloud computing, and digital marketing, and how these shape modern enterprises.
 - Students who didn't study computing in Year 9 or 10 can still undertake this course—what matters is your interest and your willingness to engage in creative, collaborative projects.
- **Related subjects?**

Pairs well with Business and any other subject, as digital skills are vital in every subject and career path.
- **Potential skills I can develop:**
 - Problem-solving and systems thinking
 - Creativity and design thinking
 - Project management and teamwork,
 - Advanced digital literacy

Enterprise Computing

Post – School

Potential Careers: Skills gained from studying Enterprise Computing are applicable to all careers, but specifically:

- Business Analyst
- Cybersecurity Specialist
- Data Analyst or Data Visualisation Designer
- Web and App Developer
- Project Manager
- Digital Marketing Specialist
- Network Administrator
- AI and Machine Learning Technician
- IT Support and Systems Administrator
- Entrepreneur or Startup Founder

Study Pathways

Enterprise Computing provides a strong foundation for further study through university or TAFE courses in areas like Business, Digital Marketing, Information Technology, Cybersecurity, Data Analytics, App Development and Computer Science-related roles like Software Developer and AI Technician.

Enterprise Computing



Microsoft Visit

Students explored how AI tools like ChatGPT are changing technology and future jobs. They also learned how doctors use AI in surgeries and to train medical staff in realistic situations.

Dig Day In STEM Careers – University of Sydney

BiG Day In events is a unique opportunity for year 9-12 students to explore the world of technology and gain insight into university life.



VET (Vocation Education and Training)

Overview of Courses

Head of Department: Mrs Clemesha

Email: linda_clemesha@stellamaris.nsw.edu.au

Practical vs. Theoretical:

VET courses emphasise hands-on learning and practical application, while HSC subjects often have a stronger theoretical component.

Career Focus vs. Academic:

VET courses are designed to prepare students for specific careers or industries, while HSC subjects often have a broader academic focus.

National Recognition:

VET courses lead to nationally recognised qualifications as well as the HSC.

ATAR Contribution:

Some VET courses may contribute to the ATAR. You will need to sit the HSC Examination.

Work Placement:

Most VET courses will have mandatory work placement of 70 hours.

VET (Vocation Education and Training)

How to be successful in a VET Course

- **Do the paperwork.** There are a lot of forms to be completed – make sure they are completed and returned by the deadline, or you may not be able to enrol on an external TAFE course.
- **Commit! Be in class every lesson - attendance is not optional.**
Most TAFE/External courses run 1:30pm–5:30pm one day a week.
Do not make appointments on this day.
- **Complete every task to earn your full qualification.**
Missing tasks = no qualification.
- **Do not miss classes - too many missed classes**
= warning letters and risk of not completing Year 11.
- **Understand that TAFE has its own rules and deadlines**
If you fall behind, warning letters are sent straight away. This is to remind you and parents that you need to catch up quickly.
- **Work hard - need an ATAR?**
You must sit the HSC Exam for your TAFE subject.
You will need to work as hard for this as other subjects – last year, 2 students achieved



First in State for Hospitality and Travel and Tourism

Courses! 🏆

VET Hospitality

Cert. II Cookery (SIT20421)

Course Information

Teachers: Mrs Gallagher, Mrs Boyde, Mrs Connolly

E-mail: elizabeth_gallagher@stellamaris.nsw.edu.au

Brief outline of topics

All areas associated with a career in a commercial kitchen - hygiene, safety, food preparation, cleaning, use of commercial equipment.

What is this subject about?

This is a nationally recognised VET course that allows students to gain a Certificate II in Cookery while at school. It focuses on building foundational skills in commercial cookery and working in a hospitality environment.

What do I learn?

- Apply safe, hygienic, and efficient work practices in a commercial kitchen.
- Prepare and present simple dishes using basic cookery methods to industry standard.
- Work effectively as part of a kitchen team, managing time and communicating clearly.
- Reflect on performance, solve problems, and follow sustainable kitchen practices.

VET Hospitality

Cert. II Cookery (SIT20421)

Assessment Information

Types of assessments:

- Competency-based assessments which are tasks to provide evidence of your understanding of skills. NB: you are permitted to attempt a task several times to achieve competency.
- Trial HSC Examination – if ATAR required.

HSC exam format:

- 2-hour exam
- 15 multiple choice questions, short answers and an extended response.

VET Hospitality

Cert. II Cookery (SIT20421)

Is this course for me?

Suitable candidates:

- Enjoy working with food and in practical settings
- Are organised and can manage time in a busy environment
- Have shown success or interest in practical subjects like Food Tech, Design &Tech, or VET subjects
- Comfortable working as part of a team and following instructions

Related subjects?

- Food Technology
- Other VET courses.

Potential skills I can develop:

- Teamwork, resilience, and time management
- Food safety and kitchen operation procedures
- Customer service and hospitality communication
- Work-readiness and nationally recognised accreditation

VET Hospitality

Cert. II Cookery (SIT20421)

Post – School

Potential Careers: Skills gained from studying Hospitality are applicable in careers such as:

- Hotel Manager
- Restaurant Supervisor
- Catering Manager
- Barista
- Chef
- Entrepreneur (own a café, catering business)

Study Pathways

University Pathways: Hospitality Management, Hotel and Resort Management, Tourism and Event Management

TAFE Pathways: Can lead to higher level Certificate and Diploma courses in Hospitality, Commercial Cookery, Travel and Tourism and Event Management.

VET Hospitality

Cert. II Cookery (SIT20421)



Body of Works Evening



VET Entertainment

Course Information

Cert. III in Live Production and Technical Services (CUA30420)

Teacher: Mr Smith **Email:** mitchell_smith@stellamaris.nsw.edu.au

Brief outline of topics

Live production involves working safely backstage, setting up staging, lighting, audio, and vision systems, and managing performances. It requires teamwork, clear communication, and following bump-in and bump-out procedures. Crew also operate equipment during shows to deliver a smooth, professional event.

What is this subject about?

This nationally recognised VET course prepares students for behind-the-scenes roles in the entertainment and live production industry, including staging, audio, lighting, and technical support. Students gain hands-on experience working on school and community productions.

What do I learn?

- Technical and operational skills in live entertainment
- How to set up and operate lighting, sound, and staging systems
- Safety and risk management in performance environments
- Real-world experience working on productions and events

VET Entertainment

Assessment Information

Cert. III in Live Production and Technical Services (CUA30420)

Types of assessments:

- Competency-based assessments which are tasks to provide evidence of your understanding of skills. NOTE: you are permitted to attempt a task several times to achieve competency.
- Trial HSC Examination – if ATAR required.

HSC exam format:

- 2-hour exam
- 15 multiple choice questions, short answers and an extended response.

VET Entertainment

Is this course for me?

Cert. III in Live Production and Technical Services (CUA30420)

Suitable candidates:

- Interested in the technical or backstage side of productions
- Enjoy working practically and collaboratively
- Are organised and able to take initiative under pressure
- Have done well in subjects like Drama, Music, Tech, or Industrial Arts

Related subjects:

- Drama, Music, Multimedia
- Other VET courses.

Potential skills I can develop:

- Staging, lighting, sound and AV system operation
- Workplace communication and teamwork
- Creative problem-solving and adaptability
- Technical confidence and professionalism in live settings

VET Entertainment

Post – School

Cert. III in Live Production and Technical Services (CUA30420)

Potential Careers: Skills gained from studying Entertainment are applicable in careers such as:

- Stage Crew Member
- Lighting Technician
- Sound Technician
- Stage Manager
- Event Crew Member
- Production Assistant
- AV (Audio-Visual) Technician
- Vision Mixer / Video Technician

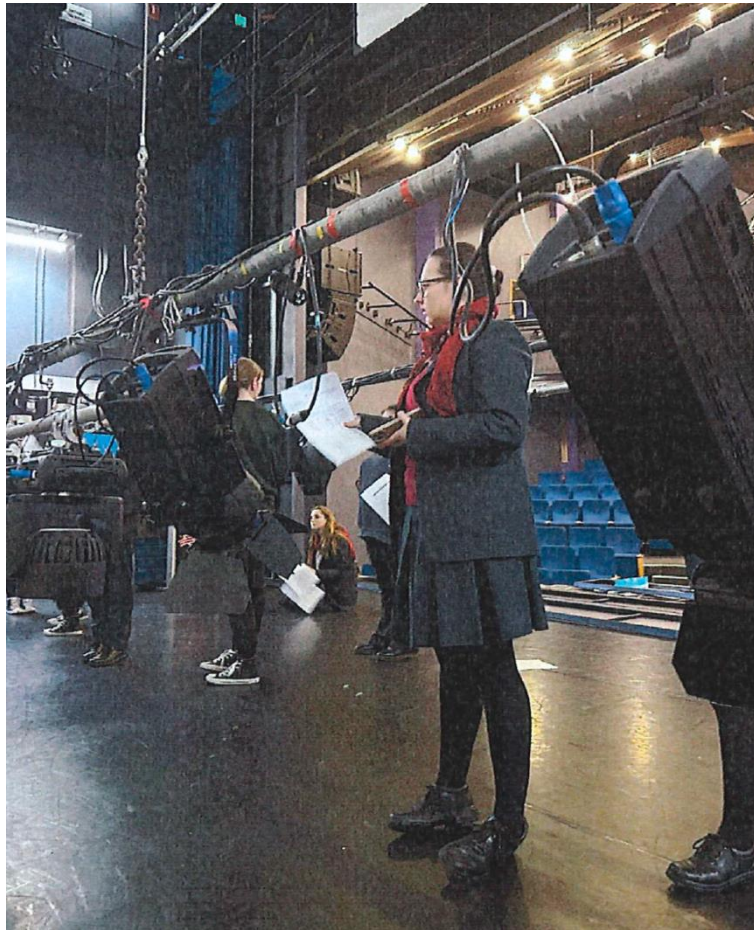
Study Pathways

University Pathways: Technical Production/Stage Management, Creative Industries, Media Arts/Screen and Sound Production

TAFE Pathways: Higher level Certificate and Diploma courses in Live Production and Services, Sound Production/AV Technologies)

VET Entertainment

Practical Lesson/White Card Training



VET Business Services

Cert. III in Business (BSB30120)

Course Information

Teacher: Ms. Norris

E-mail: charlotte_norris@stellamaris.nsw.edu.au

Brief outline of topics.

Business Services focuses on workplace communication, organising work tasks, using business technologies, and creating professional documents. It covers health and safety in office environments, customer service, and working effectively with people from diverse backgrounds.

What is this subject about?

This VET course prepares students for work in administrative, customer service, and support roles within a business environment. Students complete nationally recognised units towards a Certificate III in Business.

What do I learn?

- Practical office and administration skills
- How to produce high-quality business documents
- Communication and organisational strategies
- Workplace health and safety responsibilities
- Real-world business operations and teamwork

VET Business Services

Cert. III in Business (BSB30120)

Assessment Information

Types of assessments:

- Competency-based assessments which are tasks to provide evidence of your understanding of skills. NB: you are permitted to attempt a task several times to achieve competency.
- Trial HSC Examination – if ATAR required.

HSC exam format?

- 2-hour exam
- 15 multiple choice questions, short answers and an extended response

VET Business Services

Cert. III in Business (BSB30120)

Is this course for me?

Suitable candidates:

- Organised, detail-focused and interested in business or office environments
- Good time management, writing and ICT skills
- Like working with people and communicating
- Suits students with strengths in Commerce or Computing

Related subjects:

- Business Studies, Enterprise Computing, Legal Studies,
- Other VET courses like Hospitality or Retail (skills crossover).

Potential skills I can develop:

- Customer service and business communication
- Document and spreadsheet creation
- Time management and teamwork
- Workplace technology and software proficiency

VET Business Services

Cert. III in Business (BSB30120)

Post – School

Potential Careers: Skills gained from studying Business Services are applicable in careers such as:

- Office Administrator
- Receptionist
- Customer Service Officer
- Executive Assistant
- Accounts Clerk
- Marketing Assistant

Study Pathways

University Pathways: Commerce, Event Management, Administration / Management, Business

TAFE Pathways: Higher level Certificate and Diploma courses in Business, Accounts Administration, Human Resource Management.

External VET Courses (TAFE)

There are also many other VET courses available at TAFE and other educational organisations. Here are some of the courses chosen by students in previous years:

- Allied Health
- Animal Care
- Baking
- Beauty Services
- Children's Services (Childcare)
- Construction (St. Augustine's)
- Design Fundamentals
- Electrotechnology
- Fitness
- Real Estate
- Retail
- Tourism, Travel and Events

These courses may be delivered in a variety of ways e.g.

- Digital (on-line)
- Remote (teacher led)
- Face-to-face

Each course may lead to either:

- Cert. II
- Cert. III
- Or a Statement of Attainment

A list of course offerings for TAFE (EVET) in 2026 will be **sent out in June**, along with an Expression of Interest Form.

Business Studies

Course Information

Head of Department: Mrs Neville
jane_neville@stellamaris.nsw.edu.au

**Course Information: Mrs Neville, Mr Fitzsimmons, Ms Norris,
Mr De Bressac**

What is this subject about?

Business Studies explores the role of businesses in Australia and globally. It covers how businesses operate, make decisions, manage resources, and respond to change.

Brief Outline of Topics:

Preliminary (Year 11)

- Nature of Business
- Business Management
- Business Planning – Practical component – The Business Planning Activity

Business Studies

Course Information

HSC (Year 12)

- Operations
- Marketing
- Finance
- Human Resources

What do I learn?

- How businesses make decisions and solve problems
- Real-world application of business concepts
- Analytical, research and communication skills
- Understanding the economic and social role of business in society

Business Studies

Assessment Information

Types of Assessments:

Preliminary:

- 3 tasks: In-class test, Small Business Planning Task comprising: practical activity, group report and an in-class individual component, Final Examination

HSC:

- 4 tasks: Hypothetical Business Report, Case Study Research Essay, In-Class Finance Task (MC & SA), Trial Examination

Major Work ✖

- No major work, but students undertake independent case study research and analysis in preparation for an extended writing task.

HSC Exam Format: 3 hours

- Multiple choice
- Short answer
- 2 Extended responses - business report, case study essay

Business Studies

Is this course for me?

Suitable Candidates:

- Students who enjoy real-world applications and current events
- Strong performance in subjects like Commerce or English is helpful but subjects is accessible for most students
- Good reading comprehension, writing and organisational skills recommended

Related Subjects:

- Economics, Legal Studies, Geography
- Also pairs well with Mathematics and English

Potential Skills Developed:

- Critical thinking and problem solving
- Report writing and business literacy
- Financial understanding
- Research and analytical skills
- Communication and teamwork

Business Studies

Post – School

- **Potential Careers:** Skills gained from studying Business Studies are applicable in careers such as:
 - Marketing Specialist
 - Human Resource Manager
 - Business Analyst
 - Entrepreneur/Small Business Owner
 - Operations Manager
 - Financial Advisor
 - Accountant
 - Teacher
 - Public Relations Officer

- **Study Pathways – note: Maths is a requirement or strongly recommended for most business courses**

University Pathways: Degrees in Business, Commerce, Marketing, Finance, or Management.

TAFE Pathways: Diplomas or certificates in Business Administration, Marketing, or Project Management.

Business Studies



Business Studies in Action



Legal Studies

Course Information

Head of Department: Mrs Neville

Course Information: Ms Heraghty

margaret_heraghty@stellamaris.nsw.edu.au

What is this subject about?

Legal Studies explores the legal system and how it affects individuals and society.

Students examine legal institutions, processes, and contemporary legal issues in Australia and internationally.

Outline of Topics:

Preliminary (Year 11)

- The Legal System
- The Individual and the Law
- Law in Practice (case study)

HSC (Year 12)

- Crime
- Human Rights
- Two optional focus areas (e.g. Family Law, Shelter, Workplace, World Order)

What do I learn?

- Understand how the law operates in society
- Evaluate the effectiveness of laws in achieving justice
- Develop skills in case analysis, legal research, writing, and critical thinking

Legal Studies

Assessment Information

Types of Assessments

Preliminary:

- 3 tasks: topic test, research in-class essay, Final Examination

HSC:

- 4 tasks: research short-answer task, research essay, in-class essay, Trial Examination

Major Work ✖

- No major project, but students will undertake independent research and extended writing

HSC Exam Format:

- Section I: Multiple choice
- Section II: Short answers
- Section III & IV: Extended responses (essays)

Legal Studies

Is this course for me?

Suitable Candidates:

- Students with strong skills in writing, reading, and analysis
- Good performance in English and interest in current affairs, justice, or government
- Willing to engage in independent research and discussion

Related Subjects:

- Modern History, Business Studies, Economics
- No prerequisites, but a genuine interest in social issues is helpful

Potential Skills Developed:

- Legal literacy and understanding of rights and responsibilities
- Research and analytical skills
- Extended writing and argument construction
- Critical thinking and evaluation of legal issues

Legal Studies

Post – School

- **Potential Careers:** Skills gained from studying Legal Studies are applicable in careers such as:
 - Lawyer (solicitor or barrister).
 - Paralegal
 - Legal researcher
 - Policy advisor Financial Advisor
 - Community legal worker
 - Human rights advocate
 - Teacher
- **Study Pathways**
 - University Pathways:** Entry into courses in law, criminology, political science, and related fields.
 - TAFE Pathways:** Pathways into vocational education and training programs in legal services, justice studies, and community services.

Legal Studies

Experiencing the Law Up Close



Economics

Course Information

Head of Department: Mrs Neville
jane_neville@stellamaris.nsw.edu.au

Course Information: Mrs Neville, Mr Fitzsimmons, Ms Heraghty

What is this subject about?

Economics helps you understand how economies function and how decisions made by individuals, businesses, and governments impact society. You'll explore real-world economic issues, policies, and global trends.

Brief Outline of Topics:

Preliminary (Year 11)

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

Economics

Course Information

HSC (Year 12)

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues (e.g. unemployment, inflation, income distribution, environmental sustainability)
- Economic Policies and Management

What do I learn?

- Understand key economic concepts and how they apply to real situations
- Analyse economic data and current issues
- Evaluate government policies and economic performance
- Build skills in economic research and written communication
-

Types of Assessments:

Preliminary:

- 3 tasks: topic test, research in-class essay, Final Examination

HSC:

- 4 tasks: case study research essay, in-class task, in-class essay, Trial Examination

Major Work ✖

- No major work, but students undertake independent case study research (China) and analysis in preparation for an extended writing task.

HSC Exam Format:

- Section I: Multiple choice
- Section II: Short answers (some stimulus-based questions)
- Section III: Extended response – stimulus-based essay)
- Section IV: Extended response (essay)

Economics

Is this course for me?

Suitable Candidates:

- Students who enjoy understanding current events and global issues
- Strong readers and writers – particularly those doing well in English or History
- Confident with interpreting graphs and data
- Interested in business, finance, government, or law

Related Subjects:

- Business Studies, Legal Studies
- No prerequisites, but confidence with numbers and writing is helpful

Potential Skills Developed:

- Analytical thinking and problem solving
- Data interpretation and economic modelling
- Extended writing and argument construction

Economics

Post – School

- **Potential Careers:** Skills gained from studying Economics are applicable in careers such as:
 - Economist
 - Financial Analyst
 - Policy Advisor
 - Business Consultant
 - Banking and Finance Professional
 - Trade Analyst
 - Teacher
- **Study Pathways: note: Maths is a requirement or strongly recommended for most business courses**
 - University Pathways:** Degrees in Economics, Commerce, Business, Finance, or International Relations.
 - TAFE Pathways:** Diplomas in Business, Financial Services, or Management.

Economics Real World Economics



Geography

Course Information

Head of Department: Mrs Neville

Course Information: Ms Stojanovski

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What is this subject about?

Geography explores the world's physical environments, human interactions with nature, global challenges, and sustainable futures. It's about understanding how and why places change, and how we respond.

Topics Studied:

Preliminary (Year 11)

- Earth's Natural Systems
- People, Patterns and Processes
- Human-Environment Interactions
- Geographical Investigation (20 hours)
- Fieldwork (12 hours)

Geography

Course Information

HSC (Year 12)

- Global Sustainability
- Rural and Urban Places
- Ecosystems and Global Biodiversity
- Geographical Inquiry Skills and Fieldwork (12 hours)

What do I learn?

- Interpret spatial patterns and processes
- Conduct fieldwork and collect primary data
- Analyse current global and local issues
- Use mapping, graphing, and data tools
- Think critically about environmental and social sustainability

Types of Assessments:

Preliminary

- 3 tasks: in-class task, geographic investigation, Final Examination

HSC

- 4 tasks: fieldwork and research in-class essay, in- class task, research in- class task, Trial Examination

Major Work ✗

- No major work – fieldwork is integrated and manageable within class time

HSC Exam Format:

- Section I: Multiple choice (skills)
- Section II: Short answers (stimulus)
- Section III: Structured response
- Section IV: Essay

Geography

Is this course for me?

Suitable Candidates:

- Students who are curious about the world, people, and places
- Enjoy current affairs, maps, stats, and big questions
- Confident in writing, critical thinking, and using visual sources

Related Subjects:

- Earth and Environmental Science, Economics
- Works well with subjects involving global and environmental themes

Potential Skills Developed:

- Spatial awareness and mapping
- Fieldwork and research skills
- Problem-solving around environmental and social issues
- Data interpretation and extended response writing

Geography

Post – School

- **Potential Careers:** Skills gained from studying Geography are applicable in careers such as:
 - Environmental Scientist
 - Urban Planner
 - Geographic Information Systems (GIS) Specialist
 - Sustainability Consultant
 - Teacher
 - Disaster Management Specialist
 - Cartographer
 - Policy Advisor (Environment/Urban Devt)
- **Study Pathways**
 - University Pathways:** Entry into courses in environmental science, urban planning, and international relations.
 - TAFE Pathways:** Pathways into vocational education and training programs related to tourism, conservation, and land management.

Geography

Fieldwork - Avalon Beach/Taronga Zoo



Society & Culture

Course Information

Head of Department: Mrs Neville

Course Information: Ms Kalinic, Mrs Metcalfe
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What is this subject about?

Society and Culture explores how people, societies, and cultures interact over time. It encourages awareness of social structures, cultural diversity, and global issues.

Brief Outline of Topics:

Preliminary (Year 11)

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

Society & Culture

Course Information

HSC (Year 12)

- Core: Personal Interest Project (PIP)
- Core: Social and Cultural Continuity and Change
- Depth Studies: Two topics (e.g. Popular Culture, Social Inclusion and Exclusion, Social Conformity and Non-Conformity)

What do I learn?

- Understand how individuals and societies function
- Examine social and cultural issues with empathy
- Develop independent primary and secondary research skills

Society & Culture

Assessment Information

Types of Assessments:

Preliminary

- 3 tasks: In-class Topic Test, Research Task, Final Examination

HSC

- 4 tasks: PIP Oral Presentation, In-Class Topic Test, Popular Culture Investigation and In-Class Essay, Trial Examination

Major Work:

Personal Interest Project (PIP)

- An individual research project on a topic of your choice
- Involves primary and secondary research
- Manageable if planned well – start early and stay organised

HSC Exam Format: 2 Hours

- Section I: Multiple Choice + Short Answers
- Section II: Written Responses – short (2) and extended responses (2)

Society & Culture

Is this course for me?

Suitable Candidates:

- Interested in people, culture, identity, and social issues
- Strong communication and writing skills
- Curious, open-minded, and thoughtful
- Comfortable working independently (important for the PIP)
- Good time management

Related Subjects:

- Legal Studies, Modern History, CAFS
- No prerequisites – pairs well with humanities

Potential Skills Developed:

- Independent research and analysis
- Essay writing and structured argument
- Critical thinking and empathy
- Understanding social change and cultural diversity

Society & Culture

Post – School

- **Potential Careers:** Skills gained from studying Society & Culture are applicable in careers such as:
 - Social Worker
 - Journalist
 - Anthropologist
 - Sociologist
 - Human Rights Advocate
 - Community Development Officer
 - International Aid Worker
 - Public Relations Specialist
 - Teacher
- **Study Pathways**
 - University Pathways:** Courses in Social Sciences, Anthropology, Sociology, Psychology, International Relations, Media and Communications, Law and Criminology.
 - TAFE Pathways:** Pathways into Community Services, Social Work, Cultural Studies, Media and Journalism.

Society & Culture

PIP DAY

