Stella Maris
COLLEGE MANLY

Senior Courses Handbook

2026

Stage 6 - Years 11 and 12

Contents

Introduction

Dear Students, Parents and Carers,

Congratulations on reaching this pivotal moment in your educational journey. As you begin to plan your transition into Stage 6 (Years 11 and 12), you are not nearing the end — but rather stepping into the beginning of the rest of your life. This next stage is a remarkable opportunity to shape your future, explore your passions, and develop the skills and knowledge that will serve you well beyond the walls of Stella Maris College.

This handbook is your guide. It will help you navigate the choices ahead and offer insights into the many possibilities available to you. Be excited by this process — it is your chance to craft a learning path that reflects your interests, your strengths, and your dreams.

For many, university has long been considered the default pathway after school, but today's world offers so much more. Vocational education, apprenticeships, industry certifications, and direct employment all offer meaningful, fulfilling futures. Each path has its own rewards—and the right one is the one that fits you best. Don't feel pressured by what others expect or choose. This is your journey. Take ownership of it.

And if you don't yet know what direction to take, that's okay. What matters most is curiosity and a willingness to explore. Ask questions. Talk to your parents and carers. Seek guidance from your teachers. We are here — ready to walk beside you, encourage you, and help you make informed, thoughtful decisions that will give your life purpose and meaning.

This moment is also about more than subjects and careers—it's about discovering who you are, and how you, as an individual, can create significance with your life. Don't compare your talents to those around you. Instead, look inward. Find your niche. Pursue it with commitment, courage, and joy. Trust your instincts. Trust the people who believe in you. And above all, be true to yourself.

You are a Stella girl—strong, capable, and kind. Let those qualities guide you now and into the future. We look forward to seeing where your path will take you.

Warm regards,

Mrs Sharyn Quirk

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 all modules of the online 'HSC: All My Own Work' course

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

- All students must study a Religion course in the preliminary year, except international students.
- Students can select either 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.

- Students complete the 'HSC: All My Own Work' course as part of the Advancement Program in 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
3. achieve 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 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 an ATAR students must satisfactorily complete at least 10 units of HSC courses that have an 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 an HSC exam.

Board Endorsed Courses

Schools and registered organisations can create their own course 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 an HSC and also allow students to gain an industry recognised qualification.

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

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

ATAR and Non-ATAR Pathways

Students should select a pattern of study which qualifies for an ATAR, if they wish to further their education at university. Most universities use the ATAR to set a cut-off for who can gain entry to their courses.

Not all universities use ATARs for entry – some require an interview, or a portfolio, or an entrance exam, or a result in a particular subject, or a combination of these.

ATARs don't expire, but when they become 2 or 3 years old, universities often consider other factors eg. work experience and higher ranked qualifications like a TAFE Diploma or Certificate IV. All students have the opportunity to return to university study later in their lives when they are ready, with or without an ATAR.

While courses can be selected with a view to keep all options open, this isn't the best decision for all students. Students who have struggled to maintain their motivation to learn and complete classwork, homework and assessment tasks, may not realistically be ready for more study at university, straight after Year 12. Their time in Years 11 and 12 would be more productive if they were able to follow a less academic pathway and do subjects that provide extra qualifications, work experience and training for specific careers.

Non-ATAR pathways often mix traditional courses with VET courses and could look like this:

- English Studies, Studies of Religion II, DT, Hospitality, Business Services, Fitness; or
- English Studies, Studies of Religion II, Entertainment, Business Studies, Textiles, Fitness

Many combinations are possible, to match a student's interests and career aspirations.

Courses and Studies Advice: Making your Decision

When choosing courses, students should consider the following points:

- Choose courses you enjoy. You will be more motivated to achieve.
- Choose courses you are good at. Having success in a course can be a great motivator. Consult your teachers and look at your results in similar subjects over the last few years. Remember that most courses are considerably more demanding in the senior years. Learn more about courses from the NESA website.
- Choose courses that will help you with further study or career goals. From your research into careers and tertiary study, check which courses are assumed knowledge for particular degrees 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 course 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 and Pathways Coordinator 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 and Dance. All major works are due around the same time. Some 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

Ms Tiffany Blaikie | Head of Religious Education
Tiffany_Blaikie@stellamaris.nsw.edu.au

At Stella Maris College, all students must enrol in a Religion course in Year 11. They may choose Studies of Religion 1 (1 unit) or Studies of Religion II (2 unit) or Studies in Catholic Thought (non-ATAR). 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
- Islam
- Judaism

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 Islam and Judaism 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 II

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

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

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 Christianity is the same as for the study of Judaism 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
- Judaism
- 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 Judaism 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 in which followers participate.

HSC Studies of Religion II

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
- Christianity

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 Christianity is the same as for the study of Judaism 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

Ms Alison Tedman | Head of English
Alison_Tedman@stellamaris.nsw.edu.au

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

Stella Maris College offers a choice of courses in English in Year 11.

- English Studies (2 unit)
- EALD (English as an Additional Language or Dialect) (2 unit)
- English Standard (2 unit)
- English Advanced (2 unit)
- English Advanced + English Extension 1 (3 units)

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 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 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 Year 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 coursework as well as a major work. The coursework is a highly academic study of the topic "Author and Authority" which is examined in the HSC. The major work is an additional requirement and could be in the form of a creative or analytical response. Students also complete a series of assessment tasks throughout the course. Students are required to complete extensive individual research and must be achieving above average results in the English Extension 1 Preliminary course 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 Studies
E	English Studies

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

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 Advanced course to the Standard course. Likewise, a student can move from Standard in Year 11 to English Studies in Year 12.

Mathematics

Ms Ashley Conde | Head of Mathematics
ashley_conde@stellamaris.nsw.edu.au

Mathematics forms an important part of a well-rounded education. Although it is not 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 mathematics courses to choose from, and students are advised to undertake a mathematics course that is appropriate to both their interests and current level of achievement. It should challenge them to develop a deeper understanding, hence 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 offered in Mathematics Advanced which 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 are very similar to those covered in the Year 10 Mathematics Standard Pathway, with an emphasis on applying concepts to real-world applications.

Topics include:

- Algebra: using formulae, solving equations, linear and non-linear relationships.
- 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: network diagrams, 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 self-made “reference sheet”)
- Topic tests
- 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 similar to those covered in the Year 10 Mathematics Advanced Pathway, with some new units:

- Functions: algebraic techniques, function notation, the linear function, the quadratic function, cubic and other functions and transformations of 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 logarithmic and exponential functions and their associated graphs.
- 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 self-made "reference sheet")
- Topic tests
- 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 the Year 10 Mathematics Advanced Pathway.

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 assessments in this course are typically:

- Resourced topic tests (resourced means that you can bring in a self-made "reference sheet")
- Topic tests

- Formal examinations

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 the Year 10 Mathematics Advanced Pathway 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 **Advanced Pathway**	A	Mathematics Advanced **and** Mathematics Extension 1
Year 10 **Advanced Pathway**	B	Mathematics Advanced (Mathematics Extension 1 **only** by teacher recommendation)
Year 10 **Advanced Pathway**	C	Mathematics Standard
Year 10 **Advanced Pathway**	D or E	Mathematics Standard
Year 10 Standard Pathway	A or B	Mathematics Standard
Year 10 Standard Pathway	C	Mathematics Standard
Year 10 Standard Pathway	D or E	Mathematics is not recommended

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

Science

Mr Andrew Latham | Head of Science
Andrew_Latham@stellamaris.nsw.edu.au

All of the senior Science syllabuses involve further development of the working scientifically skills that students have practised in Years 7-10, including how to design and carry out a fair test, and 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 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, 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 HMS. 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 several 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 Biology course, students investigate cells as the basis of life, exploring how their structures and processes enable functioning within increasingly complex biological systems. Through practical inquiry, including the use of microscopes and other technologies, they examine the organisation of living things and the interactions that sustain life. Students investigate biological diversity and the processes of evolution, explaining how adaptations arise over time and contribute to the variety of organisms on Earth, including Australia's unique flora and fauna.

In the Year 12 HSC Biology course, students deepen their understanding of heredity and genetic change, examining the mechanisms that drive variation within and between species. They investigate infectious and non-infectious diseases, exploring their causes, transmission and impact, as well as strategies for prevention and control. Students also examine advances in biotechnology, including gene technologies, and their applications in areas such as reproduction, disease prevention and treatment, considering both their scientific basis and broader implications.

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 Chemistry 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. Students 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 Chemistry 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 Preliminary Earth and Environmental Science 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 Earth and Environmental Science 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.

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 Preliminary Physics course, students investigate the fundamental concepts of waves, electricity, magnetism and motion through practical and analytical inquiry. They explore how energy and forces influence the behaviour of systems, developing an understanding of how physical models describe and predict real-world phenomena. Through this, students build skills in analysing data, applying mathematical relationships and evaluating evidence in a range of physical contexts.

In the Year 12 HSC Physics course, students deepen their understanding of motion, energy and interactions by examining how models and theories explain complex physical phenomena. They investigate advanced concepts in fields such as electricity and magnetism, waves and the behaviour of matter, applying mathematical relationships to analyse and predict system behaviour. Students explore how scientific understanding has developed over time, considering the role of evidence in refining models, and examine the applications of physics in technologies that influence the modern world.

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 the Year 11 Preliminary Investigating Science course 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 Investigating Science course 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.

Extension Science (1 unit, HSC only)

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.

History

Ms Selina Han | Head of History
Selina_Han@stellamaris.nsw.edu.au

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 Preliminary 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 HSC 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, except for 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 skilful communicator, invaluable skills for further education and the workforce.

The Year 11 Preliminary 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 HSC 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.

History Extension (1 unit HSC only)

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 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
Jane_Neville@stellamaris.nsw.edu.au

Business Studies

Business activity is a part of everyday life, influencing the products we buy, the services we use and the careers we pursue. Business Studies helps students understand how businesses operate and how they impact individuals, society and the economy. The course explores both the theoretical and practical aspects of business in ways that students can relate to their own experiences and future goals.

In Year 11, students focus on the nature of business and how businesses are managed. They develop an understanding of key business concepts and apply their learning through the practical activity of planning a small business enterprise. This allows students to build valuable skills such as problem-solving, decision-making, collaboration and communication.

In Year 12, the course shifts its focus to large businesses and how they operate in a competitive and changing environment. Students examine the core business functions of operations, marketing, finance and human resources, and analyse how effective management in these areas contributes to business success. Throughout the course, students engage with contemporary business issues and real-world case studies. These provide a relevant and stimulating framework for applying business concepts to problems faced by businesses today.

Business Studies is a suitable course for most students and provides an excellent foundation for further tertiary study, future employment or planning and running their own business. There are no prerequisites for Business Studies, and students do not need to have studied Commerce in Years 9–10. Business Studies complements Economics rather than replacing it, and students may choose to study both.

The course includes some mathematical concepts and calculations

Economics

Economics helps students understand how people, businesses and governments make decisions about money, resources, living standards and the quality of life. In Year 11, students study microeconomics, focusing on how individuals, businesses and the government make choices. The course introduces key economic ideas and models, examining the roles of households, businesses, banks, government and international trade through the circular flow of income and the role of markets. In Year 12, the focus shifts to macroeconomics, where students study major economic issues in Australia, how the economy is managed, and Australia's role in the global economy. Across both years, students apply economic concepts to real-world examples and current events, building skills that are useful for further study, work and everyday life.

Students who enjoy exploring different viewpoints will find Economics engaging. The course includes some mathematical concepts. There are no prerequisites for Economics. Students do not need to have studied Commerce in Years 9–10 to choose Economics in Years 11–12. Economics complements Business Studies rather than replacing it, and students may study 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 Preliminary 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 HSC 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.

Geography gives students the opportunity to learn 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

Legal Studies helps students understand how laws shape our society and protect people's rights. The course explores key legal concepts and structures, the meaning and purpose of justice, and the legal issues that affect individuals, groups and the wider community.

In Year 11, students learn about Australia's legal system, including how laws are made and enforced and how the legal system operates today. In Year 12, students build on this knowledge by examining the foundations of Australia's domestic and international legal systems, the principles that underpin the criminal justice system, and Australia's relationships with other countries.

Students also have the opportunity to study specialist areas of law including Family Law and Peace, Conflict and the Law. These options allow students to explore real-world legal issues that are relevant to everyday life.

Studying Legal Studies encourages students to think critically about how society works and the forces that influence it. Students develop an understanding of how legal decisions can impact Australian society and the lives of individuals. By learning about law reform and change, students are empowered to consider how the legal system can become more just and equitable, and how they can contribute as informed and active citizens.

Society and Culture

Society and Culture explores how people, societies and cultures interact over time, examining how beliefs, values and traditions influence the way people live.

Students critically investigate issues such as power, gender, identity, technology, globalisation and change through engaging and diverse case studies. These include cross-cultural studies of groups such as the Amish and Roma, as well as youth cultures from around the world, including the Dinka of Sudan and Harajuku in Japan. Students also explore how meaning is created and communicated in society through both verbal and non-verbal forms of communication, and examine popular culture through case studies such as Disney, to understand how ideas and values are shared and shaped.

Students undertake a major research project in an area of particular interest to them which is presented for external assessment in the Personal Interest Project (PIP). Society and Culture is ideal for students who enjoy discussing real-world issues and understanding how cultures change and connect.

Languages

Ms Ana Gonzalez | Head of Languages
ana_gonzalez@stellamaris.nsw.edu.au

Learning a second language **opens a whole new world**. It helps you **connect with people** from different cultures, understand how others think, and **see the world from new perspectives**. In line with the NSW Languages Syllabus, it's not just about words and grammar; it's about building intercultural understanding and becoming a more confident communicator in real-life situations.

It also **gives your brain a powerful workout**. Learning another language improves memory, problem-solving skills, and creativity—kind of like leveling up your mind. Plus, it can boost your results at school by helping you think more critically and make connections across subjects. You can travel more confidently, enjoy music, movies, and food from around the world, and even impress your friends with your skills and it can open doors to exciting careers in the future.

Italian, **Spanish and Japanese** 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, Italian and Spanish Beginners

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.

Japanese, Italian and Spanish Continuers

To continue the language, you studied as an elective in Years 9 and 10 (200 hours), choose the Continuers course. Native speakers of 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 Italy, Spain and Japanese-speaking communities.

Extension Courses (1 unit, HSC only)

Extension courses 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 in their language of choice. These are high level courses for students who already demonstrate superior ability and wish to pursue their language study at a tertiary level.

Chinese and Literature

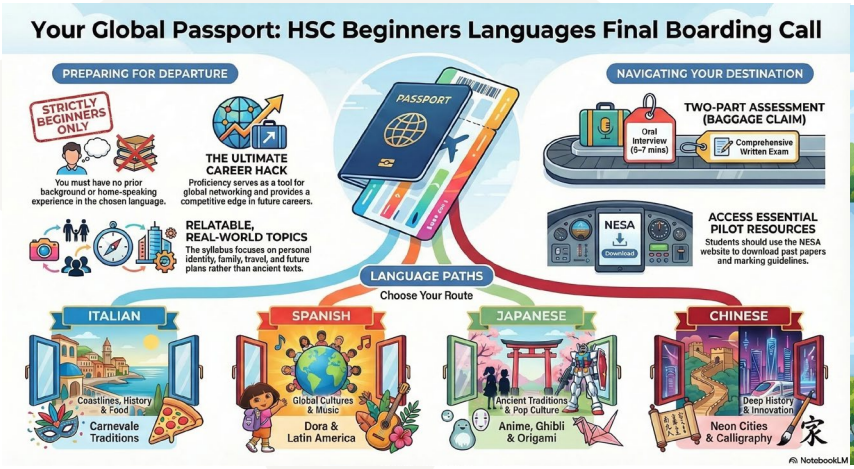
Chinese and Literature is offered at Stella Maris College for native speakers of Mandarin Chinese. Students develop language and communication skills as they analyse and evaluate texts including films, novels, songs and the news. Students are assessed in the areas of reading, writing, listening and speaking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

Other Language Options

Students can learn a language not offered by Stella Maris College by studying at the **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. Gonzalez, oversees the liaison between Stella Maris and the external providers of language courses.

Welcome to the world!



Technology and Applied Science

Mr Lawrence Wong | Head of Design and Technology and Industrial Technology
Lawrence_Wong@stellamaris.nsw.edu.au

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 Preliminary 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.

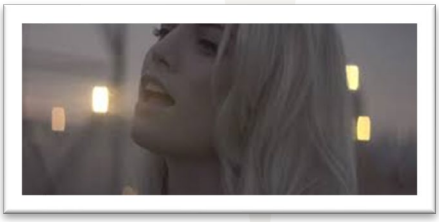
Which students are suited to this course?

- 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 Year 11 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 – extra cost involved)

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 who 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.

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.

Formal assessment will involve

- Exams – oral and written
- Submission of 2 engineering reports per year

Why 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
luci_kelly@stellamaris.nsw.edu.au

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, HMS, 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 eg dietitian, food technologist, food product development scientist, food safety specialist, sensory analyst, food microbiologist, chef, food marketing specialist and food packaging engineer.

You can still choose Food Technology even if you didn't do Food Technology as an elective in Year 9 and 10.

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.

You can still choose Textiles and Design even if you didn't do Textiles as an elective in Year 9 and 10.

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 or textiles science.

Technology and Applied Science

Ms Linda Clemesha | Head of Information Technology
Linda_Clemesha@stellamaris.nsw.edu.au

Enterprise Computing

Enterprise Computing is an exciting course that explores how computers and digital tools shape the business world. Students will develop skills in interactive media, data science, networking, cybersecurity, and intelligent systems. Through hands-on projects, they will learn problem-solving, systems design, digital marketing, and collaborative teamwork—essential skills for the future. This course encourages creativity, computational thinking, and an entrepreneurial mindset, preparing students for future study and a wide range of careers in computing and business.

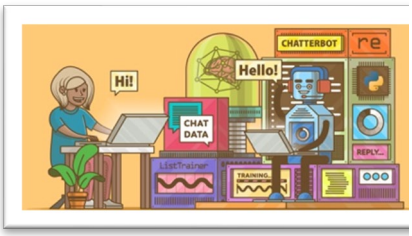
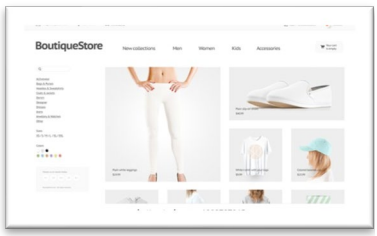
Which students are suited to this course?

- Students who want to develop hands-on computing skills and use technology to solve real-world business challenges.
- Students looking to build a strong foundation in computing to enhance their career opportunities across various industries.
- Students with strong communication and problem-solving skills who enjoy analytical thinking.

The Year 11 Preliminary course focuses on the essential skills needed to understand how people interact with computers in everyday life and business. Students will explore user interface design, social networking, and cybersecurity—learning how apps, websites, and digital systems are designed to be user-friendly and secure.

In the HSC course, students will explore key areas such as data science, data visualisation, and intelligent systems. A major focus is on applying knowledge through project work, where students design and develop solutions to real-world problems using information systems. This hands-on approach helps build practical skills in problem-solving, communication, and technology.

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.	Students design and create engaging data visualisations that bring data to life, revealing patterns and telling a compelling story	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.

Performing Arts

Mr Evan Browett | Head of Performing Arts
evan_browett@stellamaris.nsw.edu.au

Dance

Dance in the senior years focuses on the study of Dance as an artform. The course consists of three components (Performance, Composition and Appreciation) and the use of dance as a medium for communication.

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/physiology, safe dance in relation to movement, injury prevention, body maintenance and alignment. The Composition component develops skills in communicating meaning through innovative movement, utilising methods such as structure/form, abstraction, motif, pathway, contrast, unity, soundtrack, and the elements of Dance (space, time and dynamics). The study of a dance practitioner is used as an influence for the Composition. In the Appreciation component student's study two international choreographers and their works, their backgrounds, influences, choreographic style, aural and visual conventions, and movement characteristics/motifs.

The Preliminary and HSC Courses:

The Preliminary and HSC courses involve students completing a core area of learning in each component:

- Performance – students perform individually - two solos
- Composition – students create, organise and structure a solo dance with a concept/intent
- Appreciation – students examine two choreographers and their works, producing essay responses

All practical assessments in the course include an interview component of between 6–9 minutes.

This course includes a Major Work in Year 12.

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 assessments where you have to perform in a group.

You will study multiple fascinating theatre styles, improvisation, devising and acting, plays, monologues, theatre design, influential playwrights and theatre directors. You will also have the opportunity to see live theatre!

Year 11 Focus Areas

Topic 1: The Major Production (Term 1)	Topic 2: Playbuilding (Term 2)	Topic 3: Individual Project (Term 3)
Students explore how context shapes dramatic form and meaning, applying performance skills and conventions to create, communicate and reflect on drama's purpose	Students use spontaneous action, movement and voice to generate and shape dramatic work, devising and refining cohesive scenes in response to varied stimuli.	Students analyse and stage scripted works, experimenting with performance, direction and design to shape dramatic elements and communicate meaning to an audience.

Year 12 Focus Areas

Australian Drama and Theatre	Approaches to Drama and Theatre	Individual Project
Students explore how Australian practitioners use dramatic forms, styles and conventions to convey ideas and perspectives through the study of TWO prescribed Australian dramatic works.	Students collaboratively devise ONE ensemble performance which draws on the approaches of ONE prescribed practitioner as inspiration.	Students initiate, structure and shape ONE of the following dramatic forms: design (costume OR promotion OR set), director's folio, performance, scriptwriting or film.

This course includes a Major Work in Year 12.

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 it is open to all students, regardless of their experience of Music before Year 11. The course is however 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. 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).

The Preliminary and HSC Courses

The Preliminary and HSC courses involve students completing assessments on the following:

- Knowledge and understanding of course content
- Skills in performance, composition and musicology

(Performance – students perform individually/ in small groups. Composition – students create, organise and arrange music. Musicology – students examine music from a number of perspectives.)

Y11: 3 assessment tasks, including

- a practical component(s)
- a task that assesses the development of composition(s)
- a formal written examination

Y12: 4 assessment tasks, including

- a practical component(s)
- a task that assesses the development of composition(s)
- a formal written examination

Topics of study in Year 11 are:

- Music context and Music language
- Contexts of music
- Creative practice
- Music in focus

Topics of study in Year 12 are:

- Music context and Music language
- Music of the last 25 years (Australian focus)
- Music across cultures, traditions and time
- Music for screen, stage and story

This course includes a Major Work in Year 12.

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 the study of Music at a tertiary level.

Year 11 Course

In Year 11, students study musicology and aural through Music context and Music language. They study musical scores and listen to recordings of music from the Music of Western Art Traditions, Music for drama, movement and entertainment, Music of the 20th and 21st centuries.

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

The Year 12 Course

In the HSC course, students study musicology and aural looking at Music of the last 25 years 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 of the last 25 years with an Australian focus.

Students also study Music of Western Art Traditions and develop an elective project.

Students undertake an investigation in one specialised area of performance or musicological investigation or composition in one chosen style from the list below:

- music of Aboriginal and/or Torres Strait Islander Peoples (traditional, art, contemporary or popular)
- music of global cultures and traditions
- jazz
- early music (pre 1600)
- music of the Baroque period
- music of the Classical period
- music of the Romantic period
- music of the 20th century
- music of the 21st century.

Student study content that relates to their chosen area and complete a Major Work:

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

Music Extension (1 unit, HSC only)

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; one solo work and one ensemble work
- Musicology - a student prepares a 3000 word essay proving a hypothesis on an area of music interest
- Composition - a student composes 2 contrasting works

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

Visual Arts

Ms Marisa Quick | Head of Visual Arts
Marisa_Quick@stellamaris.nsw.edu.au

Visual Arts

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 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.

Amelia Horne, *Forgotten Faces, 2024.*

From a series of coloured pencil drawings exploring the progressing loss of memory

Visual Arts students use the Frames, the Conceptual Framework and Practice to learn about visual art, 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.

In the Year 11 Preliminary course students complete the following units of work:

1. Place to sit

Students explore the theme of identity through the practice of Judy Chicago and create a 2D and 3D table setting. The artworks aim is to represent a person of the students' choice who has been overlooked in history. Approaches to artmaking may include painting, drawing, photo media and film, sculpture, printmaking, graphic design, installation, textiles/wearables and are decided upon by the student themselves.

Students will explore a range of traditional and contemporary representations of identity with a focus on women and apply their knowledge of the key content areas of the Frames, Conceptual Framework and Practice to develop their skills in writing about artworks in short answer format.

2. Human/Nature

Students continue to develop their autonomy in art making by exploring the how the human body can be combined with 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 body and 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; representations of the human body in artworks across time and refine their artist research and essay writing skills.

Typical Assessment Tasks

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

Tilda Brownlow

Footloose and Fancy Free, 2024

From a series of paintings exploring the student's limb loss and use of a prosthetic leg

In Year 12 there are 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 through the exploration of 5 Case Studies. They apply their critical and historical knowledge in the analysis of artworks, conducting research and composing a range of short answers and sustained essay responses.

Typical Assessment Tasks

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

Photography, Video and Digital Imaging (Board Endorsed Course)

Photography, Video and Digital Imaging is a non-ATAR practical subject that allows students to explore their interests in the creative arts by producing a variety of works that explore processes and techniques in the photographic and video industries.

Which students are suited to this course?

- Students who have a genuine interest in learning about visual communication.
- Students who are interested in developing advanced practical skills in creating photographic and video-based work.
- Students looking to pursue further opportunities as practicing artists and content creators.

Students can undertake Photography, Video and Digital Imaging even if they did not study Photographic and Digal Media or Industrial Technology - Multimedia as electives in Year 9 or 10.

In the Preliminary Course, students will complete several photographic and video projects to gain experience with the available resources and technologies. Students are also required to keep a process diary that documents their progress throughout the course.

Term 1 – Journalistic Practice	Terms 2-3 - Genres	
		
Story Telling Students develop an understanding of journalism through photographs and interview style video media.	Promotional Videos Students learn how to use creative video shooting techniques and green screen to create promotional videos.	Still-Life Students will explore the genre of still-life photography though wet photography and an exploration of lighting techniques.

In the HSC Course, students will complete 2 works then focus on constructing a self-directed major project that extends their interests in any of the areas studied. The project will entail a proposal and include some reference to critical and historical studies.

Health and Movement Science (HMS)

Ms Penny Lineham | Head of PDHPE
Penny_Lineham@stellamaris.nsw.edu.au

Health and Movement Science

Health and Movement Science (HMS) is a subject that explores how the human body functions, moves, and performs, while also examining the factors that influence health and wellbeing. The course is structured around two focus areas: **health for individuals and communities**, and **the science of movement and performance**. Together, these areas provide students with a comprehensive understanding of how health is shaped and how performance can be improved.

The HMS syllabus reinforces the development of skills in collaboration, analysis, communication, creative thinking, problem-solving and research through its coursework and assessment. Course requirements include the completion of a collaborative investigation in Year 11 and also depth studies in both Year 11 and Year 12.

Across both the Year 11 and Year 12 courses, students will study two focus areas. Focus Area 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. Focus Area 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 formal examination. Year 12 assessment will consist of 4 assessment tasks that will include 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 would enjoy Health and Movement Science.

Community and Family Studies (CAFS)

Ms Luci Kelly | Community and Family Services
luci_kelly@stellamaris.nsw.edu.au

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 manage 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.

Vocational Education and Training (VET)

Ms Linda Clemesha | Vocational Education and Training
Linda_Clemesha@stellamaris.nsw.edu.au

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
- Fitness

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

VET courses do not use traditional assessment tasks. Instead, they are competency-based. This means students must demonstrate that they can perform each required skill to an industry standard. To achieve the qualification, students need to be deemed competent in all the specific skills listed for the course.

Work Placement

For some courses, 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 (CUA30425)

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 may be timetabled within the regular school timetable, or from 2pm – 5:30pm on a Tuesday afternoon. For classes timetabled within the regular school timetable, there may also 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.

Unit topics include:

- Applying critical thinking skills in a team environment
- Supporting personal wellbeing in the workplace
- Participating in sustainable work practices
- Using inclusive work practices
- Assisting with maintaining workplace safety
- Engaging in workplace communication
- Organising personal work priorities
- Using 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.

Fitness – Certificate III in Fitness (SIS30321)

This qualification is designed for learners who want to understand the role of group and gym fitness instructors. Individuals will gain skills and knowledge to plan and deliver group exercise sessions, personalised instruction, use discretion and judgement to solve routine issues and provide ongoing client monitoring, under supervision.

Students who successfully complete the required competencies and mandatory work placement hours are eligible to receive a Statement of Attainment towards the Certificate III in Fitness. By completing an additional 60-hour specialisation course, students can achieve the full Certificate III in Fitness.

The Fitness course may be timetabled within the regular school timetable, or from 2pm - 5:30pm one afternoon per week. For classes timetabled within the regular school timetable, there may also be an after school or lunchtime class timetabled to provide the extended periods needed to complete the full certificate.

This course counts as unit credit for the HSC but does not contribute towards an ATAR.

Construction Pathways (VET delivered at St Augustine's College – extra cost involved)

Certificate II – Construction Pathways and Statement of Attainment

Certificate II - Construction CPC20220 and CPC20120

The Certificate II: Construction Pathways is a 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 complementing what they achieve in class.

Content of the Course

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

- Working effectively and sustainably in the construction industry
- Planning and organise work
- Undertaking basic construction projects
- Carrying out measurements and calculations
- Applying 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.

TAFE Delivered VET (TVET) Courses

Students may enrol in a TAFE-delivered VET program at TAFE campuses in the Northern Beaches, St. Leonards, or Ultimo. TVET courses typically run one afternoon per week from 2:00 pm to 6:00 pm. Additional costs apply, with fees varying by course.

The following is a **selection** of VET courses available at TAFE:

Industry Curriculum Framework Courses

These courses can count towards units for the HSC and **contribute to an ATAR**.

- Automotive – Mechanical Technology
- Electrotechnology
- Human Services (Allied Health)
- Tourism, Travel and Events (Events Stream)
- Tourism, Travel and Events (Tourism Stream)

Board Endorsed Courses

These courses are endorsed by NESA and can count towards units for the HSC, **but do not contribute to an ATAR.**

- Animal Care
- Beauty Services
- Early Childhood and Care
- Fitness
- Real Estate Practice
- Salon Assistant

Virtual VET Courses

These courses combine teacher led virtual classrooms with workshops and work placements across a range of courses. These courses count towards units for the HSC and may **contribute to an ATAR**.

- Accounting
- Allied Health Assistant
- Business Operations
- Care In Ageing
- Construction and Virtual Design
- Cyber Security
- Robotics
- Real Estate
- Retail Services
- Web Design and Development

Please Note: TAFE course offerings are subject to change. A new course list for 2026 will be available at the end of June and will be sent to all Year 10 students