

Academic *excellence*

His dream must have seemed
that he could hardly fail to grasp it.
He did not know that it was already
behind him...



ST ANDREW'S
CATHEDRAL SCHOOL

**HSC & IB Diploma
Programme**

CELEBRATING OUR STUDENTS'
ACHIEVEMENTS IN 2021



Congratulations Class of 2021 – many of you have even surprised yourselves with your outstanding results. *Please continue to remind yourself: you are better than you think you are!*

Our 2021 cohort demonstrated incredible tenacity to achieve outstanding results

The 2021 cohort, who studied for the HSC and International Baccalaureate Diploma Programme (IBDP), achieved some of the best outcomes in the school's history. This is in spite of two years of interrupted study, postponed examinations and myriad restrictions throughout the exam season itself. This group of students demonstrated tenacious character throughout which resulted in outstanding outcomes, as based on the following measures:

1. The ATARs. One third of student ATARs were above 90, that is in the top 10 per cent of available ATARs.
2. The destination surveys of these graduates indicate that almost all students have been offered a place at a tertiary institution (for a degree or diploma). First preferences for courses and universities were made to the large majority of students. Additionally, almost all of those who did not achieve their first choice have been admitted to their second choice at the same or another university. What has been most interesting is that the universities and courses sought by students have varied enormously, with a total of 27 tertiary institutions making 307 course offers to our students. The big four universities in Sydney (Macquarie, Sydney, UNSW and UTS) made up 71 per cent of the offers made. We also had 10 students electing to pursue Vocational Education and Training courses and apprenticeships.

3. The average ATAR of the top 10 per cent of HSC students was a wonderful 97.0 – higher than last year's high tide mark. The average ATAR of the top 33 per cent of our HSC students was an equally splendid 90. In terms of individual subjects, Spanish Beginners, Japanese Beginners, Mathematics Standard and Music 1 saw 100 per cent of students achieve Band 6s. Other strong results came in Aboriginal Studies, French Continuers, German Continuers, Japanese Continuers, Music 2, Music Extension, Science Extension, and Spanish Extension, where every student achieved a Band 5 or 6. Incredibly, all of our Music 2 students who wanted to pursue tertiary study in music at the Sydney Conservatorium of Music were offered a place, including our HSC Dux Tim Moore. Our HSC students also received a record 12 nominations for the state-wide showcases in their HSC subjects.

4. In what was clearly our most outstanding IB Diploma results in the past decade, a stunning 82 per cent of our Diploma students achieved an ATAR above 90. The average ATAR of the top 50 per cent of students was 97.3 and the median was 93.9. Standout subjects which saw all students achieving the top IBDP grade were in Design Technology, Japanese ab initio, English Literature, Physics, Psychology and Theatre. Other subjects which saw all students in the top two grades were: French, Global Politics, Maths, Philosophy, Business Management, English

Language and Literature, Environmental Systems and Societies and Visual Arts.

Our staff are particularly delighted with these HSC/IB Diploma results, and so proud of the efforts by students to continue to work solidly through the substantial disruptions and lock-downs, all the while keeping their eyes fixed on the end goal of maximising their opportunities beyond school. We are equally delighted with those students who have not made published honours lists but who have achieved personal bests or have overcome adverse life circumstances to achieve solid outcomes which establish chosen pathways for their valued contribution to society.

In the following pages, we have profiled a broad range of the 2021 graduates, who represent the incredible breadth of interests, talents and achievements of our student body.

I know Dr Collier, who led you through the past two challenging years, is very proud of your achievements. Congratulations Class of 2021 – many of you have even surprised yourselves with your outstanding results. *Please continue to remind yourself: you are better than you think you are!*

Dr Julie McGonigle
Head of St Andrew's Cathedral School



*Snapshot of our Year 12
2021 HSC and IB Diploma
academic results*

From a cohort of 174 students

18% 33% 53%

Achieved an ATAR of 95 or higher Achieved an ATAR of 90 or higher Achieved an ATAR of 80 or higher
Top 5% of ATARs available in NSW Top 10% of ATARs available in NSW Top 20% of ATARs available in NSW

Please note: IB Diploma marks are converted on a fixed scale to an ATAR. HSC students are asked to provide their ATAR to the School.

Our highest overall achievers by ATAR were:

99.95 Gemma Gardiner	99.95 Dylan Nguyen	99.75 Scout Hollyman	99.45 Honoka Kobayashi
99.45 Alexander Ringrose	99.1 Ella Colwell	98.9 Tim Moore	98.55 Anna Riley
98.55 Lily Sowada Hicks	97.9 Thomas O'Keefe	97.8 Jarrod Choi	97.1 Marc Delicado Corrons
97.1 Avani Fulivai	97.1 Adrick Lui	97.1 Lucy Maclean	97.05 Justin Chen

HSC HIGHLIGHTS

97

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

130 students (75% of the Year 12 cohort) studied the NSW Higher School Certificate in 2021.

Our HSC Dux is Timothy Moore who achieved an ATAR of 98.9. Students listed in NSW's top 10 in a subject were Justin Chen in Music 2 (fourth) and Music Extension (second), and Lilian Knox in Music 1 (fourth).

Our top-ranked HSC subjects were Spanish Beginners, Japanese Beginners, Mathematics Standard and Music 1, where 100% of students achieved Band 6s. Other impressive results came in Aboriginal Studies, French Continuers, German Continuers, Japanese Continuers, Music 2, Music Extension, Science Extension, Spanish Extension, where 100% of students achieved a Band 5 or 6.

91

THE NUMBER OF BAND 6 RESULTS ACHIEVED BY STUDENTS FOR ATTAINING A MARK OF 90 OR ABOVE IN ONE OR MORE COURSES.

90

THE AVERAGE ATAR OF THE TOP 33% OF OUR HSC STUDENTS.

TOP ACHIEVERS

NAME	ATAR
Timothy Moore	98.90
Jarrold Choi	97.8
Justin Chen	97.05
Zachary Whetters	96.35
Finn Howley	96.1

NAME	ATAR
Olivia Vouris	96
Lucy Brownlie	95.8
Lilian Knox	95.55
Tom Baxter	95.15
Maddie Olney	95.05

OTHER HIGHLIGHTS

James Stewart was nominated for two Showcases – Encore for his Music 1 Performance item, and Shape, for his textiles major work.

HSC ALL ROUNDERS (BAND 6S IN 10 OR MORE UNITS OF STUDY)

Tim Moore 98.90 and **Maddie Olney** 95.05

THERE WERE 12 SHOWCASE NOMINATIONS FOR MAJOR WORKS, WITH TWO SELECTIONS – ALEXANDER JANOYAN (ART EXPRESS) AND JAMES STEWART (ENCORE).

NOMINATIONS INCLUDED:

HSC Art – Art Express:

Alexander Janoyan for his work, *Wicked Anxiety/Servant Culture*

HSC Drama – Onstage:

Lucy Brownlie for her performance item, *About a Goth*

Matthew Gorey-Meekan for his performance item, *Rhinoceros*

Olivia Vouris for her performance item, *Things I know to be True*

Oliver Gallois for his Stage Design project

HSC Music 2 and Music Extension – Encore:

James Stewart for his performance item *Why God Why?*

Tim Moore for his performance item, *Requiebros*

James Stitz for his composition, *Trio Number 1 for Piano, Flute and Violin*

Tim Moore for his composition, *Shuffle Velocity*

Justin Chen for his performance item, *Viola Concerto 1. Appassionato-Moderato*

HSC Design and Technology – Shape:

Isaak Choi for his smart watering garden app and product

HSC Textiles and Design – Shape:

James Stewart for his Kimono-inspired jacket

IB DIPLOMA HIGHLIGHTS

99.75

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

44 students (25% of the Year 12 cohort) studied the International Baccalaureate Diploma Programme in 2021. Our duxes are Dylan Nguyen and Gemma Gardiner who achieved perfect scores of 45 out of 45 and an ATAR conversion of 99.95.



MEDIAN
IB DIPLOMA SCORE



AVERAGE ATAR OF THE TOP
50% OF OUR IB DIPLOMA
STUDENTS



IB DIPLOMA STUDENTS
WHO ACHIEVED ATARS
OF 90 OR ABOVE

TOP ACHIEVERS

NAME	IB SCORE / ATAR
Gemma Gardiner	45 / 99.95
Dylan Nguyen	45 / 99.95
Scout Hollyman	44 / 99.75
Honoka Kobayashi	43 / 99.45
Alexander Ringrose	43 / 99.45
Ella Colwell	42 / 99.1
Anna Riley	41 / 98.55
Lily Sowada Hicks	41 / 98.55
Thomas O'Keefe	40 / 97.9
Marc Delicado Corrons	39 / 97.1
Avani Fulivai	39 / 97.1

NAME	IB SCORE / ATAR
Adrick Lui	39 / 97.1
Lucy Maclean	39 / 97.1
Max Chong	38 / 96.25
Maria Delicado Corrons	38 / 96.25
Takuya Miyagawa	38 / 96.25
Oskar Stubbs	38 / 96.25
Gladys Turner	38 / 96.25
Saskia Cooper	37 / 95.2
Leo Kershaw	37 / 95.2
Jake Thompson	37 / 95.2

SUBJECT HIGHLIGHTS

Excellent results were achieved by students in the following subjects:

- **Design Technology Standard Level** (100% achieved Grade 7s).
- **Japanese ab initio Standard Level** (100% achieved Grade 7s).
- **Literature Standard Level** (100% achieved Grade 7s).
- **Physics Higher Level** (100% achieved Grade 7s).
- **Psychology Standard Level** (100% achieved Grade 7s).
- **Theatre Higher Level** (100% achieved Grade 7s).
- **French B Higher Level and French B Standard Level** (100% achieved a Grade 6 or 7).
- **Global Politics Higher Level** (100% achieved a Grade 6 or 7).
- **Maths AA Higher Level** (100% achieved a Grade 6 or 7).
- **Philosophy Higher Level** (100% achieved a Grade 6 or 7).
- **Business Management Higher Level** (93% achieved a Grade 6 or 7).
- **English Language and Literature Higher Level** (87% achieved a Grade 6 or 7).
- **English Literature Higher Level** (84% achieved a Grade 6 or 7).
- **Environmental Systems and Societies Standard Level** (86% achieved a Grade 6 or 7).
- **Visual Arts Higher Level** (83% achieved a Grade 6 or 7).

Other high performing classes with more than 50% of students achieving Grade 6s and 7s were: **Biology Higher Level, Computer Science Higher Level, History Higher Level, Maths AI Higher Level, Psychology Higher Level, Spanish B Standard Level.**

Students achieved 56 Grade 7s across 25 subjects.

Tertiary offers in 2022

The majority of our 2021 Year 12 cohort were accepted into their *preferred courses of study and their preferred universities.*

The breadth of career choices and university destinations reflects the *diverse student population* we have at St Andrew’s Cathedral School.

POST-SCHOOL TERTIARY OFFERS FOR OUR 2021 HSC AND IBDP COHORT:

158 students received 307 offers to Australian higher education programs

4 international students are studying in their home countries

307 tertiary course offers were made to students by Australian higher education providers at 22 universities and four colleges and one New Zealand university

193 first preference courses were offered, equating to 63 per cent of students receiving their first preference

83 students (54 per cent) received more than one higher education course offer

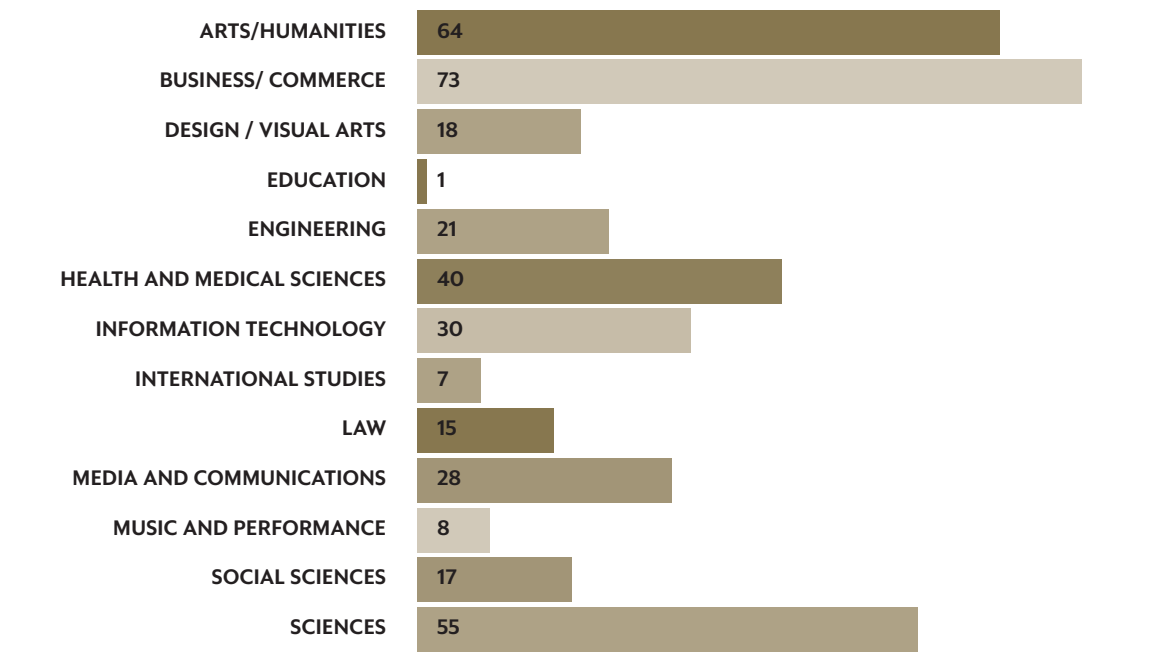
10 students enrolled in vocational education courses

1 student completed the Pathways Program

Anna Riley has accepted an offer to study at Scotland's Edinburgh University
Dylan Nguyen has accepted an offer to study in the USA at Duke University
Joshua Phoon has accepted an offer to study at Waikato University in New Zealand
Keshia van Wachem has accepted an offer to study Business, Ethics and Sustainability at the University of Sweden

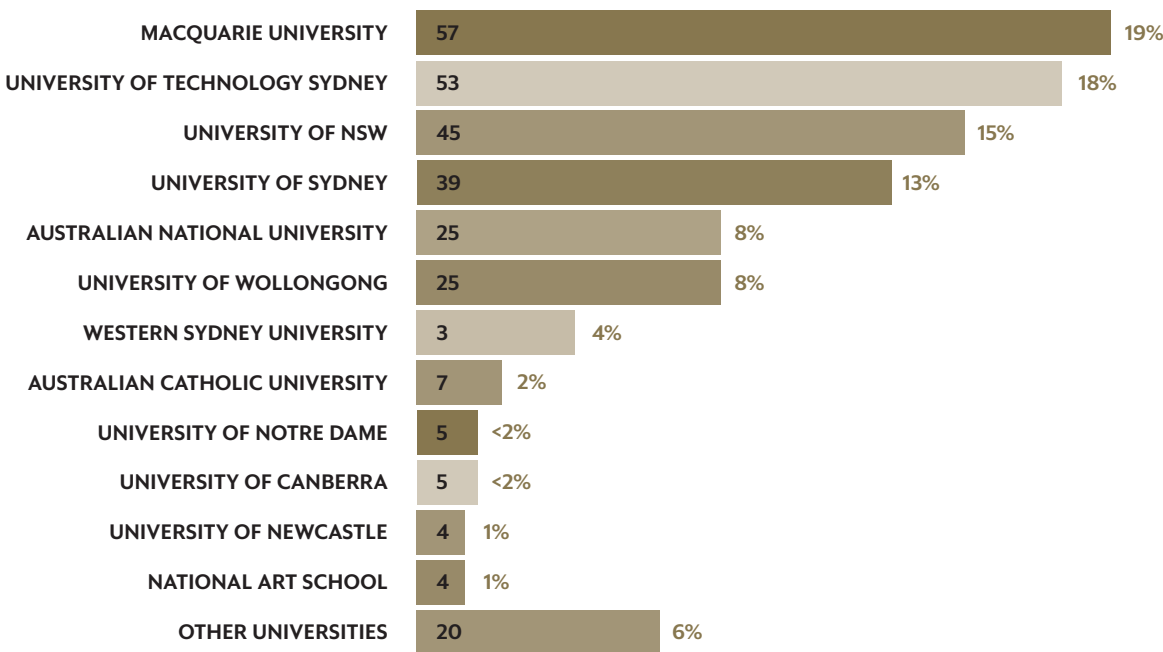
AREAS OF TERTIARY STUDY OFFERED

Faculty areas – single, combined and double degree
Noting number of offers made



UNIVERSITY COURSE OFFERS

Based on offers made to SACS students at 14 February 2022



VOCATIONAL EDUCATION DISCIPLINES

Design, Carpentry, Fitness, Tiling, Landscape Design, Automotive Mechanical, Electrical, Music Industry

Dylan's unique approach to learning *hits the mark*

Dylan Nguyen has an underlying belief about learning that has helped him to excel in the International Baccalaureate Diploma Programme over the past two years. He believes learning happens more effectively when you cultivate an interest in what you're studying, no matter the subject.

"It's a fairly limiting thing to say that there's one subject that you like and all the other subjects are not as good as your favourite. There's a lot of value to be found across subjects," he said. "In my experience, what works is when you do what you're interested in, but you can also become interested in the things you do."

The thought of sitting down at a desk and studying for a few hours can feel like buckling yourself into a car for a road trip with no end. According to Dylan, a little interest goes a long way towards making the whole process easier and more enjoyable.

"I try to remind myself there's real value and beauty to be found in solving problems and being able to discover how interesting the work you're doing is," he said. "For me it was one of the main ways that I managed to deal with some of the more difficult moments of learning the content."

Of course, no one can escape the reality that they will find some subjects more interesting than others. Dylan wasn't immediately taken by Geography in Year 10, but a little creative thinking sparked greater interest in the subject.

"The thing about doing well in Geography was finding the parts of it that were interesting to me or framing the content

in a way that was interesting," Dylan explained. "For example, my friends and I wrote a rap (song) about urbanisation in China and that was how we managed to engage with the content."

The HSC and IB Diploma programs in Years 11 and 12 require a disciplined approach to study. That means many hours spent working at a desk getting familiar with the content. Put in those terms, it's hard for anyone to get excited about the idea. But Dylan said once you begin to re-frame what you're learning and begin to view subjects in terms of what excites you, the whole game changes.

"When you're interested in what you're learning, you normally do pretty well when it comes to assessments," he said. "You'll look even further and deeper at the content and you tend to look ahead at what you're going to do next. That means classes get a lot easier and learning becomes a lot more fun."

Dylan said what really made the whole learning journey enjoyable was his classmates and teachers. "The influence that your peers can have on you is immense. I found with the IB that you really need the support of people in your class and your friends because a group of people tend to be more rational than just one person," he said.

Dylan's passion to explore an area of interest led to his development of an app called SatAlight, which helps predict bushfire risk areas in NSW. The app has attracted great interest from several organisations, including the NSW Rural Fire Services, and even led to a job offer to develop an app that uses similar

IB Diploma score: 45
(ATAR 99.95)

Dylan Nguyen

satellite technology. He entered the app into Microsoft's Imagine Cup Junior global artificial intelligence competition and was rewarded with a top 10 finish out of the 500 projects submitted in Australia.

Dylan explained how it came about. "After the devastating bushfires in 2020, I did some research on bushfire management and read various government reports on the bushfires which eventually led to the idea of a map. The data is gathered by two European satellites, Sentinel 1 and 2, and basically the result is a map that categorises land area according to bushfire risk," he said.

Dylan also used his creative skills for a Computer Science internal assessment, which really helped out his mother. "For the assessment, I had to find someone who had a problem that could possibly be solved through the skills we had learned in class," he said. "My mum was doing postgraduate studies and had to do a literature review but she was finding it hard to get her hands on relevant papers. So I programmed a database search system to help her find what she needed."

Dylan is keen to develop skills in artificial intelligence and has accepted an offer to study Computer Science at Duke University in the USA from mid-2022. Just like his bushfire risk app, he ultimately hopes to develop sophisticated technologies that benefit communities.



Scan to hear more
about Dylan's time
at St Andrew's
Cathedral School

Lucy Brownlie

ATAR – 95.8

Stepping into the unknown brings unexpected rewards

Lucy Brownlie decided to enter the Rostrum public speaking competition at the beginning of Year 12. Instead of cutting down on her co-curricular activities, she made the bold move to give up study time in order to do something new. It may seem crazy to take on a new challenge at the beginning of your HSC year, but Lucy counts the decision as a key contributor to her academic success.

The competition required Lucy to write an eight-minute original speech on a topic of her choice and give a three-minute impromptu speech on a topic that was revealed to her 15 minutes before she was due on stage. According to Lucy, the experience was deeply satisfying because of the pressure of the moment and the required preparation.

"I was very nervous in the lead up to stepping on stage but as soon as I started speaking, the worry slipped away, and I found myself really enjoying presenting my speech, even though there were quite a few eyes watching me," she said.

While public speaking is known to be a nerve-racking experience, Lucy said she managed to keep her nerves under control and moderate her feelings by practising regularly at home, which built up her confidence.

"I always get butterflies before I step on stage. However, I find the best way to deal with the nerves is to practice, which often involves speaking to myself in the mirror or to a wall," she said.

She also benefitted from adopting an open and generous attitude towards the audience.

"I think it's helpful to realise people aren't there to judge you, they actually want you to do well," she said. "I'm slowly understanding that not everyone is out to get you when you step on stage. They're watching you, which is scary, but you can bring them along with you. I love the instant feedback you receive during your speech. If you tell a joke, you immediately feel the audience respond (which hopefully includes them laughing). You always want to feel that you executed your speech deftly and captivated their interest for the whole eight-minutes of your speech."

After her eight-minute presentation in the Rostrum competition round of heats, Lucy was selected for the regional finals, then the state finals, and eventually the national finals. At the national finals, she was stunned to take out first place and the title of Rostrum Voice of Youth National Champion.

The outstanding result was not the only surprise for Lucy. The skills she gained through public speaking also assisted her greatly in her HSC studies.

"I know this sounds counterintuitive, however, I ended up learning how to organise my time well with all my co-curricular activities throughout the week and I began to use my free time to study more effectively," she said.

"It's also helped me with performances in drama class, and it was helpful for my English essays. Although essays are slightly different, the importance of writing engaging paragraphs that use examples and evidence to support a conclusion is present in both styles of writing."

Lucy said one key life lesson she learned while at St Andrew's Cathedral School was the importance of persistence. "My House was not always the most successful in House competitions but in my final year, with some perseverance, we were able to take out the top spot in SACS Factor!" she said.

"One thing I wish I'd realised a few years earlier (than in Year 12) is that getting a bad mark is not necessarily a bad thing; it just highlights where you could have done better and tells you where you can improve," she said. "Again, it's a matter of persistence."

Lucy plans to take all that she's learnt about public speaking into the film industry, where she hopes to be involved in film and television production. Her first step is to enrol in a screen production course, potentially at the Australian Film Television and Radio School at Moore Park. Wherever she ends up, her experience of stepping out of her comfort zone during her HSC year will remain with her as a powerful reminder of what can happen when you decide to try something new.

Lucy took part in the Grand Final of the NSW Theatresports Schools Challenge in 2021 with the Senior SACS Theatresports team, placing third overall out of 150 schools.

At our age, the HSC can be the biggest thing and it's so easy to let it define your life. Having stuff going on outside of it is so helpful for taking a break.

Timothy Moore

ATAR – 98.90

What was the best thing about your time at St Andrew's Cathedral School?

This is going to sound really clichéd but honestly it's the community at SACS. Everyone's so close and the relationship between teachers and students is also very good.

The St Andrew's string quartet group was another highlight. Mrs Chen, the teacher who runs it, would often bring us cheese toasties. We'd rehearse every week at lunchtime and we'd perform at Showcase and assemblies. Before COVID-19 hit, we'd also go to Kirribilli House and play there once a year.

What was your favourite subject?

English and Music. It's got to be those two. I really enjoyed my music class because of the people who were in it. There's something so amazing about being able to express yourself through music. I also really liked learning about the English texts we did, especially Shakespeare.

What co-curricular activities were you involved in?

I was involved in lots of music ensembles and for sport I played soccer and basketball. I loved it. It takes your mind off school and studying which is very relaxing. I definitely think my co-curricular activities have helped me with my studies. At our age, the HSC can be the biggest thing and it's so easy to let it define your life. Having stuff going on outside of it is so helpful for taking a break.

If you could give one piece of advice to your Year 11 self, what would you say?

It would be two things. Keep up with your co-curricular activities and be consistent with your studying. Consistent studying, rather than cramming at the end is way better. I found exam periods very relaxed because I'd done so much work prior.

What's the key to academic success?

It's got to be your attitude. If you want to do well, I think you have to try your best. My attitude towards the HSC was always to try my best. It wasn't to try and get above a 95 or a 90 ATAR. There was a lot less pressure as a result. I knew whatever the outcome was that I'd be happy because I tried hard and that meant I didn't feel extremely nervous about doing well or about pleasing my parents.

What's in store for the future?

I'm going to be studying a Bachelor of Music (Education) at the Conservatorium of Music.



IB Diploma score: 42
(ATAR 99.1)

Ella Colwell

What was your favourite subject?

Biology! It encapsulates a range of different sciences but is still practical and makes sense to me. I also find it interesting how biology explains the world.

What co-curricular activities were you involved in?

I played softball. I was worried about balancing sport and study but it was actually a great decision because training allowed me to de-stress and have fun. I also participated in the Gawura reading program which involved reading to the younger Gawura kids in the morning. That was really interesting and rewarding for me because I have never really been able to engage with the Indigenous community before.

What was the most surprising and enjoyable thing you've done at St Andrew's Cathedral School?

I volunteered to dance for my House at SACS Factor this year and I am not good at dancing so I was a bit worried about having to perform in front of a large audience. But I had a surprising amount of fun and in the end wasn't concerned about the audience. Instead, it was enjoyable to participate in a House event with my friends for the last time.

If you could give one piece of advice to your Year 11 self, what would you say?

"Start early!" At the start of Year 12 you have to balance so many different tasks. I struggled a lot in Term 1 because I didn't leave myself enough time to get things done. You'll enjoy your final year and find it easier to learn all the content if you are up-to-date and putting in some time to learn the content as it is being taught.

What's one life lesson that St Andrew's Cathedral School has taught you?

St Andrew's Cathedral School has taught me to make the most out of the opportunities you're given, even if it pushes you out of your comfort zone.

What future plans do you have?

I'm wanting to study a double degree in law and science, which combines two of the subjects I have most enjoyed. I'm thinking about UTS as it gives me the opportunity to potentially study forensic science and law.



ATAR – 95.05

Maddie Olney

What co-curricular activities were you involved in?

I did chamber choir and senior choir, and I was in the wind symphony, symphony orchestra and jazz orchestra.

What's the best thing about doing Music at St Andrew's Cathedral School?

I came from a school that had a very small music program. The level of music here is just insane. Getting to play with so many talented musicians is amazing, there's just so much depth. We even got to play with James Morrison at Showcase.

What skills does music give you?

It's crucial to be able to communicate well with your section and the other sections around you. Organisation is also important as you have to get everyone in the same place at the

same time. I now see all the coordination that goes on in the background for a performance.

How has music helped you with your other subjects?

It ensured I would have a mental break after a full day of classes and just enjoy it because for me, music is not a chore. It's something I like to do. Also, as someone who used to suffer quite badly from performance anxiety, I've learnt how to control my nerves (both in performances and in exam settings) in a way that allows me to demonstrate my abilities in the given area.

What is your most enjoyable memory at St Andrew's Cathedral School?

I can't actually pick one thing. Two things I found to be surprisingly enjoyable were the Rough Edges sleepout and my participation in the accelerated Studies of Religion HSC course.

I believed I would find the sleepout a bit challenging, however, being able to spend time with my friends whilst giving back to those who are most in need was incredibly enjoyable. Doing both the preliminary and HSC courses for SOR in 2020 was initially quite daunting, but having our awesome teacher, Rev Hwang, and a great class to learn the material with made the experience highly enjoyable, so much so that it remains one of my favourite classes!

What's in store for the future?

Right now, I'm tossing up between two very different degrees – arts/law or music performance at the Sydney Conservatorium of Music. I would be perfectly happy doing either. Keeping some sort of music in my life constantly is something that's very important to me.

Psychology was my favourite subject. I loved that we got to delve into the 'why' of human behaviour.

**Gemma
Gardiner**

IB Diploma score: 45
(ATAR 99.95)



What was your favourite subject?

I'm going to say psychology. I loved that we got to delve into the 'why' of human behaviour. We looked at some really interesting case studies that explore why humans do what they do, and these studies often concluded with surprising findings.

What co-curricular activities were you involved in?

I played soccer and basketball. I also played the flute so I was in wind quintet for a few years and I've performed in Showcase. I loved being involved in the professional-level productions. *The Wizard of Oz* was a stand-out. Also, the 2019 Music Tour to the UK, where we sang to English Royalty including Prince Harry at the ANZAC Day service at Westminster Abbey. Those co-curricular activities have been the best part of school over the last six years.

How have you balanced your many co-curricular activities alongside your academic studies?

It's easy to think "I wish I didn't have sport training, I've got this massive assignment due, I really don't have time". But I think it's a fallacy that I need all the time in the world, because I've found that it's hard to use extra time productively. Having some kind of commitment to each activity actually keeps you more accountable.

If you could give one piece of advice to your Year 11 self, what would you say?

I'd probably say "pace yourself" because it is quite a long road. In Year 11, I wanted to get into it, so I tried really hard and did well. It was difficult to keep that effort going through two years. So I think it's worth acknowledging that sometimes you need to step back and keep things in perspective.

What plans do you have for the future?

I'd like to study law at the University of Sydney or law and forensic science at the University of Technology. I was in the school's Mock Trial competition team last year and the experience opened my eyes to the legal world, so combining law with a science degree is appealing.

What appeals to you about a law degree?

I guess the idea of setting up a logical argument and then using communicative skills to present an argument and poke holes in other arguments is appealing. My best subjects align well with the verbal reasoning that's required in law. And, of course, there's the fact that I'm an avid crime drama Netflix watcher, so any time there's a new documentary series, I'm all over it.



IB Diploma score: 39
(ATAR 97.1)

Adrick *Lui*

What's your favourite subject?

I've always been an artistic person, so I would say my favourite subject is Visual Arts. Science and Mathematics are very known but in Visual Arts I get to reinvent myself and make new things. I love the analogy of artists being like gods in that they have the ability to create new worlds and inspire others to be immersed in that world.

You're known at School for shredding on the guitar. How has the School helped you musically?

I'm always very excited to play music with other people, performing and jamming out and having that synergy together. It's very magical. I loved SACS Factor, where I got to share my musical talents alongside others. The School has really given me that opportunity to play with a variety of musicians.

How has your love of art and music helped you with your other subjects?

They've taught me to be a bit more joyful and cheeky when it comes to learning. The art world has opened my eyes and I bring that sense of curiosity into my other subjects. I now approach my other subjects visually, which can be really useful when you're learning about abstract concepts. It's been a good way to play to my strengths.

If you could give your Year 11 self one piece of advice, what would you say?

Nothing is as stressful as you might first think. There'll be so many things you have to face – challenges and difficulties, but you will make it through.

What future plans do you have?

I'm probably going to go in an artistic direction as I've always felt like it was some kind of calling. There are a few choices for university – either UNSW with a double degree of arts and fine arts, University of Sydney majoring in fine arts and minoring in graphic design, or the National Art School with a full-time Bachelor of Arts.



ATAR 91.7

Isaak *Choi*

What's your favourite subject?

Definitely Design and Technology. You can do anything you want – you can create software, it can be a device, it can be a piece of furniture, anything. I like being able to decide what I personally want to do and I like learning the skills and creating the product for myself. It's nice to have a bit of freedom.

What's your major work for Design and Technology?

I created a device for the garden. It's solar powered and collects information from the soil's moisture and temperature, sending the information to a web server which processes it and allows you to store it on your phone. Your smart home system can interface with the device and if the garden needs watering it will automatically water the garden.

When did your passion for Design and Technology begin?

When I was in Year 10, Mr Thill (computer science teacher) offered to teach me some of the basics of programming and I loved the problem-solving and creative aspects of it. I also enjoyed the feeling of venturing into the unknown. The most rapid advances in human history have come from the software we are developing today and I want to contribute to that.

What contribution would you like to make?

I want to work on developing software that can make a difference, not necessarily 'save the world' but if I can develop something to improve the quality of life for a few people, I would be happy. I'm particularly interested in researching the possibilities of AI (Artificial Intelligence).

What's been the most surprising and enjoyable thing you've done at St Andrew's Cathedral School?

Some of my best experiences have come from trying things that I honestly expected to fail at. An example would be my participation in the Middle School drama productions. At the time, I was terrified of going on stage to perform in front of an audience, but I managed to get a small role and pushed myself to accomplish it. I don't think my acting was very good but being part of the production was amazing and it has got to be one of my favourite memories.

What will you study at university?

I'm thinking of studying Software Design at either Macquarie University or UTS.

The *new perspectives* you get from *learning about another culture and the problems they face* can be really helpful in other subjects. For instance, I studied Environmental Systems and Societies, so the events of the 2015 Paris Agreement on climate change tied into both my subjects of English and French.

What co-curricular activities were you involved in and how did you balance these with your studies?

I played softball and football and was part of the leadership team as School Vice-Captain. I also play the saxophone, so I was in a few ensembles. Things like football and softball helped me to stay motivated with my study, because if I had spent all day Saturday in my room, I probably would have been on my phone or doing something else rather than study. Co-curricular activities have really helped me strike a good balance of study and rest.

You did an interesting semester-long course on Indigenous culture. What did you learn from it?

The course came at a good time for the Leadership Team as we began connecting with rural Indigenous schools for some of our projects and that was really interesting. It was also great hearing from Indigenous leaders at the School and learning some of the Dreamtime stories.

You studied Higher Level French as part of the IB Diploma. How did that help your other subjects?

I really enjoyed literature in English – it's my favourite subject – so being able to study it in French, too, was really cool. Being able to apply the literature analysis in English and then compare how we do it in French was really interesting. Also, the new perspectives you get from learning about another culture and the problems they face can be really helpful in other subjects. For instance, I also studied Environmental Systems and Societies, so the events of the 2015 Paris Agreement on climate change tied into both subjects and it was easier to then memorise different case studies.

What's the most surprising, yet enjoyable thing you've done during your time at St Andrew's Cathedral School?

Getting lost on a Duke of Edinburgh hike with the rest of my group. Although it added extra time to the overall journey that day, the collective frustration we felt when we realised we had been walking in the wrong direction for almost an hour ended up making us all laugh and share riddles to boost our morale, and it actually turned out to be a pretty fun experience.

What habit has been most helpful for your studies?

Every time I got a question wrong, I would stop and add it to a list. I have a document of the trickiest questions or the ones that I struggled with most in my school work that I then use in my revision. Revising them helps me to feel more confident in those topics.

What future plans do you have?

I have been accepted into Health Science at ANU and am currently thinking that is what I will do in 2022. There's also the possibility of studying astronomy, which is something that I had been talking about with our Head of School Dr Collier. He organised a phone call for me with his son, who is a professor of astronomy and astrophysics in South Africa.

Scout
Hollyman

IB Diploma score: 44
(ATAR 99.75)





Jake Thompson

IB Diploma score: 37
(ATAR 95.2)

What's the most surprising thing you've done at St Andrew's Cathedral School?

I would say participating in water polo was surprisingly fun for me. As someone who used to swim competitively for seven or eight two-hour sessions a week, I was usually exempt from competitive school sport, however I wanted to have a go at using my skills in the water within a team-based SACS sport, and I really enjoyed it.

How has sport helped you with other areas of your school life?

I feel like co-curricular activities, especially ones that you do quite often or daily, help you to become more disciplined at school and teach you how to be committed to something. I think it's good to balance different things in your life so you're not just focusing on study.

What's been the best thing about your time at St Andrew's Cathedral School?

My favourite thing about the School is the hundred ways you can get involved. The amount of variety in the subjects you can take is huge too. I think it's great that the teachers recommend all these co-curricular activities because ultimately they care as much about our wellbeing as they do our education.

What advice would you give to your Year 11 self about to enter Year 12?

I would say don't stress about whether you've got your study plan set in stone. A month away from my trials, I was still refining my study plans, altering how I might approach studying something. Things change. You learn new things. I guess that's why you don't have your final exams at the start of Year 11.

What future plans do you have?

Science is a subject I've grown to love. I did three sciences in the IB Diploma so I committed to spending more than 50 per cent of my study time in that field over the past two years. I found Sports Exercise and Health Science really interesting, so I'm thinking of studying applied science in diagnostic radiography at Sydney University.

James Stewart

Two high Band 6s
in Music and Textiles

How did you become interested in both Textiles and Music?

I've always enjoyed the arts subjects. I used to want to be a costume designer and that led the way into fashion and constructing garments. My interest grew and now I'm quite interested in fashion and thinking about how to put clothes together. I've always done a lot of singing, mainly musical theatre and I've been involved with various choirs and ensembles throughout my time at St Andrew's Cathedral School. I was in *The Wizard of Oz*, *Fiddler on the Roof*, and *Mr Burns*.

What did you create for your Textiles major work?

I created an apparel garment using traditional techniques from Japan. I wanted to turn their techniques into an art form that acknowledges Japan's history and culture while still being a garment that's wearable. I ended up

with a denim jacket made from a patchwork of recycled denim. It's inspired by the kimono, with wide sleeves and dropped shoulders.

How have your skills in Textiles and Music helped you with other subjects?

They have helped me practise and develop my creativity. Textiles require you to come up with new ideas and concepts, while Music is very heavily performance based and it has really helped me gain confidence.

What is the key to your various academic successes?

I like to lean on the creative side of things but it was good to have a balance. It was nice to have a day where I had Legal Studies and English but then also Textiles, where I could do an hour of sewing and Music, where I could sing. It brought diversity into my day and it really helped me to focus.

What advice would you give to your Year 11 self about to enter Year 12?

I would say 'improve your time management' as it has always been a bit of a struggle for me. I'm someone who tends to work better under pressure so I often made the mistake of starting something too late.



Scan to listen to James perform 'Why God, Why?' – from his HSC Showcase performance item.



Lilian *Knox*

ATAR 95.55

What interests you about studying History and History Extension?

I love Ancient History. I had always wanted to do ancient history because I was much better at source analysis, where you make judgments about the past by looking at archeological and written sources. I find it interesting because we don't know what happened in the past, so you can try to piece it together and make your own assumptions. I think that's a really good thing that goes with the freedom that we had in History Extension. My major research was on Hatshepsut, the second known female Egyptian pharaoh. I contrasted several historians' assertions about Hatshepsut's motives for dressing as a man throughout her reign, which was really interesting.

Alongside your involvement in music ensembles, you were the Sports Captain. How has your involvement in sport and music helped you in other areas?

Sport and music really helped me balance the stress of school that comes with school work. It gave me an outlet for all my stress and tension from the school day and I found that this really made a difference in how efficient my studies were.

What's the most surprising or enjoyable thing you've done at St Andrew's Cathedral School?

The musicals! When I first came to St Andrew's Cathedral School, the first

I'd like to be an archaeologist ...
It would be so interesting to *contribute to history* and *change the known course of history* – making discoveries.

thing I did was sign up for the musical with some persuasion from my mum. I never would have thought I'd enjoy it as much as I did. I made so many friends, which really helped me as a new student to fit in to SACS life, and it was a very memorable experience.

What do you think is the key to academic success?

I believe the key to academic success is balance. Whether your hobbies are music, sport or dance, you need to make sure you prioritise what you think is most important. Having an activity that helps relieve stress is so essential, especially around exam time. It's important to remember that there is always something you can do outside of school work that can make you feel a little bit better.

What do you hope to do next year?

I will probably do a Bachelor of Arts degree majoring in ancient history and either archaeology or anthropology. I love it. In the HSC, we got to have really sophisticated discussions about different kinds of historical thinking. It really makes your brain work.

Do you have any long-term goals/dreams?

I'd like to be an archaeologist because I want to be able to travel. It would be so interesting to contribute to history and change the known course of history – making discoveries. That would be really nice.





Maddie *Whitham*

ATAR 85.45
HSC Pathways

You decided you were going to do HSC Pathways in Year 10 which allowed you to extend your HSC studies beyond the one year. Why did you decide to do it?

The main reason for Pathways was to give myself the best chance to show my abilities and it helped me because I didn't have the stresses and anxiety involved with completing the HSC in one year. It was easier to manage the workload and easier to get the best results and I noticed that my marks greatly improved as soon as I started with it. So I did Maths, Art and Music in 2020 and in 2021, I did four-unit English.

What would you say to someone who is considering doing HSC Pathways?

I think a lot of people don't know much about Pathways. They don't know, for instance, that you can take up to five years to complete your HSC, so you could do a subject a year if you wanted.

I'd also say, 'don't be scared about the fact that you have to repeat Year 12 and try to make friends with the younger grades'. I was really lucky that I had friends and I don't think any of them find it weird that I'm still here.

You're passionate about music composition. What did you do for your major works?

Last year I did Music 1 and got a Band 6 HSC result and an Encore nomination for composition. I did a series of music compositions based on films. My first piece was a musical duet based on *The Shining*. The second piece was a rock band piece and the third piece was an orchestral number based on animations done by some Finnish animators.

How have your skills in music helped you with your other subjects?

The creativity needed to write music has aided my creativity with writing for

English. It's also helped me with film analysis as I'm able to discuss musical techniques used in films. I have experience improvising in music and I think the fast thinking involved helps me in situations where I'm not fully prepared for something and I need to think fast.

What's one piece of advice you'd give to your Year 11 self?

Keep updating your notes, because you can be tested on everything. Also, I did all my notes online but then I had syncing errors, so I'd say to back up all your notes on a hard drive. I learnt that lesson the hard way.

What future plans do you have?

I'm aiming to study music composition and then move into a scriptwriting/creative writing and film studies degree. I could see myself doing education down the track as well.

Lucy *Maclelean*

ATAR 97.1



What was your favourite subject?

My favourite subject was Theatre. I love performance and I've always been quite involved in the drama and music aspects of the School. I did the IB Diploma, so the Theatre course was really great. It gives you a lot of freedom to look at different theatre traditions and explore some really obscure theatre practitioners.

What did you enjoy about playing the main character in the production of *Jane Eyre*?

The experience of stepping into a new character and understanding their journey from different perspectives is something I've found to be really rewarding and unique. It was a huge commitment but it was so worthwhile because it's something I'm passionate about. Of course, the show weeks themselves are so exciting!

How has your involvement in music and drama helped you in other areas of school life?

Performance in general is interesting because it helps you with public speaking or even working in a team. I feel like it really carried over to help even in my leadership role as House Captain in Year 12. I think theatre really helped me become more confident and that translated into some of my assessment tasks where you have to talk for a really long period of time.

What do you put your academic success down to?

I always had a pretty busy schedule which I believe kept me focused. I learned to work my study time around my extra-curricular activities as well as spending time with my friends and family. I always try to stay balanced and have goals to work towards which keeps me motivated.

What's the most valuable life lesson you've learnt at St Andrew's Cathedral School?

I think there's a great culture at the School of getting involved, to throw yourself into things and really explore your interests and passions. This is something I intend to continue to do after school – take advantage of opportunities and give everything a go because I think there is so much we can learn about ourselves and others from new experiences.

What are you hoping to do in the future?

Next year I've accepted an offer to study the Advanced Diploma in Performing Arts at ED5 International. It's full-time five days a week of dancing, singing and acting so I'm really excited to get started!

Subject *highlights*

Our staff are particularly delighted with these HSC/IB Diploma results, and so proud of the efforts by students to continue to work solidly through the substantial disruptions and lock-downs, all the while keeping their eyes fixed on the end goal of maximising their opportunities beyond school.

ENGLISH

HSC SUMMARY

91% of HSC Advanced English students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
87% of HSC Extension 2 students achieved a mark in the top two performance bands (E3 and E4).

IBDP SUMMARY

100% of IBDP Literature Standard Level students achieved a top Grade 7 mark.
87% of IBDP Language and Literature Higher Level students achieved a mark in the top two grades (Grade 6 or 7).
85% of English Literature HL students achieved a mark in the top two grades (Grade 6 or 7).

MATHEMATICS

HSC SUMMARY

74% of HSC Mathematics Advanced students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
81% of HSC Mathematics Extension 1 students achieved a mark in the top three performance bands (E2, E3 and E4).
75% of HSC Mathematics Extension 2 students achieved a mark in the top three performance bands (E2, E3 and E4).

IBDP SUMMARY

100% of IBDP Mathematics Higher Level students achieved a mark in the top two grades (Grade 6 or 7).
50% of IBDP Maths AI Higher Level students achieved a mark in the top two grades (Grade 6 or 7).

SCIENCE

HSC SUMMARY

100% of HSC Science Extension students achieved a mark in the top two performance bands (Bands 5 and 6).
71% of HSC Chemistry students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
79% of HSC Physics students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
79% of HSC Biology students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
92% of HSC Earth and Environmental students achieved a mark in the top three performance bands (Bands 4, 5 and 6).

IBDP SUMMARY

100% of IBDP Physics Higher Level students achieved a top Grade 7 mark.
86% of IBDP Environmental Systems and Societies students achieved a mark in the top two grades (Grade 6 or 7).
60% of IBDP Biology Higher Level students achieved a mark in the top two grades (Grade 6 or 7).

LANGUAGES

HSC SUMMARY

100% of Spanish Beginners students achieved a mark in the top performance band (Band 6)
100% of Japanese Beginners students achieved a mark in the top performance band (Band 5 and 6)
100% of French Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of German Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of Japanese Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of Spanish Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)

IBDP SUMMARY

100% of Japanese ab initio Standard Level students achieved a top Grade 7 mark.
100% of French B Higher Level and Standard Level students achieved a mark in the top two Grades (Grade 6 or 7).
50% of Spanish B Standard Level students achieved a mark in the top two Grades (Grade 6 or 7).

HISTORY AND HUMAN SOCIETY AND ITS ENVIRONMENT

HSC SUMMARY

100% of Aboriginal Studies students achieved a mark in the top two performance bands (Bands 5 and 6).
90% of HSC History Extension students achieved a mark in the top two performance bands (E3 and E4).
82% of HSC Business Studies students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
80% of HSC Legal Studies students achieved a mark in the top three performance bands (Bands 4, 5 and 6).

IBDP SUMMARY

100% of IBDP Psychology Standard Level students achieved a top Grade 7 mark.
100% of IBDP Global Politics Higher Level students achieved a mark in the top two grades (Grade 6 or 7).
100% of IBDP Philosophy Higher Level students achieved a mark in the top two grades (Grade 6 or 7).
93% of Business Management Higher Level students achieved a mark in the top two grades (Grade 6 or 7).
60% of History Higher Level students achieved a mark in the top two grades (Grade 6 or 7).

DESIGN, VISUAL ARTS AND DIGITAL TECHNOLOGY

HSC SUMMARY

100% of HSC Visual Arts students achieved a mark in the top three performance bands (Bands 4, 5 and 6).
100% of HSC Design and Technology students achieved a mark in the top three bands (Bands 4, 5 and 6)..

IBDP SUMMARY

100% of Design Technology Standard Level students achieved a top Grade 7 mark.
83% of Visual Arts Higher Level students achieved a mark in the top two grades (Grade 6 or 7).
50% of Computer Science Higher Level students achieved a mark in the top two grades (Grade 6 or 7).

MUSIC AND DRAMA

HSC SUMMARY

100% of HSC Music 1 students achieved a mark in the top performance band (Band 6)
100% of HSC Music 2 students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of HSC Music Extension students achieved a mark in the top two performance bands (Bands 5 and 6)
100% of HSC Drama students achieved a mark in the top three performance bands (Bands 4, 5 and 6).

IBDP SUMMARY

100% of IBDP Theatre Higher Level students achieved a top Grade 7 mark.



ST ANDREW'S
CATHEDRAL SCHOOL

St Andrew's Cathedral School
Gadigal Country
Sydney Square
Sydney NSW 2000, Australia
T +61 2 9286 9500

www.sacs.nsw.edu.au