Welcome to the NTSDE Subject Handbook

The information contained in this handbook is produced in good faith and is considered accurate at the time of publication. Changes do occur however, and prospective students, and where relevant their parents or supervisors, are strongly advised to discuss subject selection with the Student Services Team prior to completing their enrolment form.

The NTSDE website has the latest version of the Subject and Enrolment Handbook. Changes in subject offerings which occur from time to time will be reflected in this version - www.ntsde.nt.edu.au

Contacting NTSDE

We are open fifty weeks of the year however teaching staff are away during the school holidays.

Opening hours: 8:00 am - 4:00 pm

Location
The Bullocky Point Education Precinct
Atkins Drive, The Gardens NT 0820

Postal Address
PO Box 40471, Casuarina NT 0811

Free-call 1800 062 235
Phone (08) 8922 2222
Facsimile (08) 8922 2258
Email ntsde.admin@ntschools.net
Coordinator (08) 8922 2289
Coordinator (08) 8922 2209
Careers Advisor (08) 8922 2234

2018 / 2019 NTSDE Semester Dates

Key dates for students are below:

2018

Term 4 9 weeks Monday 15 October - Thursday 13 December 2018
School Holidays 6 weeks Friday 14 December 2018 - Friday 25 January 2019

2019

Term 1 11 weeks Tuesday 29 January - Friday 12 April 2019
School Holidays 1 week Monday 15 April - Friday 19 April 2019
Term 2 10 weeks Tuesday 23 April - Friday 28 June 2019
School Holidays 3 weeks Monday 1 July - Friday 19 July 2019
Term 3 10 weeks Tuesday 23 July - Friday 27 September 2019
School Holidays 2 weeks Monday 30 September - Friday 11 October 2019
Term 4 9 weeks Monday 14 October - Thursday 12 December 2019

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About Us

The Northern Territory School of Distance Education (NTSDE) is a senior secondary distance education school catering for students in Years 10 - 12. Our role is to provide senior secondary education for students unable to attend NT schools and to extend the secondary curriculum available to students attending urban, regional and remote schools.

NTSDE is both a Senior Secondary School and a system-wide service provider. We have a broad cohort of students and we deliver to individual students as well as partner with over 30 government and non-government schools. NTSDE provides equity among all students, delivering senior secondary education where no other NT school is able to do so.

NTSDE allows for flexible learning and quality education using blended curriculum and delivery. We use leading edge technology - we offer online courses, video conferencing via internet and satellite, phone lessons, Residential Schools and workshops.

Students may enrol full-time or part-time and may be school age or beyond compulsory school age. Students are expected to attend weekly lessons via Interactive Distance Learning (IDL) or phone / teleconference. Specially prepared materials, online, print-based or a combination of these, are the basis for all subjects, with students completing regular assignments which they return to their teachers for assistance and assessment.
Explanations of Acronyms, Symbols and Terms used in this Handbook

Explanation of Acronyms

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<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>ACARA</td>
<td>Australian Curriculum, Assessment and Reporting Authority.</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Ranking - used for entrance to universities.</td>
</tr>
</tbody>
</table>
| Codes   | Year 10 subject codes begin with letters.  
          | Stage 1 (Year 11) subject codes begin with a 1.  
          | Stage 2 (Year 12) subject codes begin with a 2. |
| DoE     | Department of Education. |
| EAL/D   | English as an Additional Language / Dialect (also known as ESL). |
| ESL     | English as a Second Language. |
| LMS     | Learning Management System. |
| Moodle  | Moodle is the name for the online learning management system (LMS) which holds NTSDE’s online courses. |
| NTCET   | The Northern Territory Certificate of Education and Training - the senior secondary school certificate awarded to students who successfully complete their senior secondary studies. |
| NTSDE   | The Northern Territory School of Distance Education. |
| TAS     | Tertiary admission subjects are subjects identified by universities which may be used to gain entry to a university course. |
| VET     | Vocational Education and Training - nationally recognised training which can count towards the NTCET. |

Explanation of Symbols

- This symbol means that the subject is suitable, but not restricted to, Aboriginal or EAL/D (ESL) students who study at a remote community school. These subjects are offered in negotiation with the NTSDE Student Services Team.

- This symbol means that the subject has an online trailer video to view. Trailer videos are only shown on the online version of the Subject Handbook.
Explanation of Terms

NTSDE caters to a broad cohort of students who are placed into one of the following categories:

- **Dependent**
  Dependent students are students who are enrolled solely with NTSDE and are under the care of a parent, carer or guardian.

- **Independent**
  Independent students are those who are over the age of 18 who wish to re-engage with formal secondary education, or who are under the age of 18 but are not dependent on their parents or guardians and who wish to continue or re-engage with formal secondary education.

- **Dual**
  Dual enrolled students are those who attend a Northern Territory or South Australian secondary urban, regional or remote school, who are seeking to extend their senior secondary options for a variety of reasons.

- **Holiday**
  Holiday School enrolled students are those who attend a Northern Territory secondary urban or regional school who have specific subject needs that they wish to meet outside of the normal semester calendar dates.

- **Community**
  Community students are enrolled as dual students with their community school and with NTSDE. Dual community students attend timetabled classes at their community school and are taught directly by the community school teachers. An NTSDE teacher will work in partnership with the community teacher to provide support to enable the community teacher to deliver the subject.

NTSDE subjects are delivered by one of two teaching modes:

- **Direct Teacher Mode**
  The NTSDE teacher has the sole responsibility for the learning and assessment planning, materials and resources, delivery and assessment of the subject to the student.

- **Indirect Teacher Mode**
  The NTSDE teacher has the sole responsibility for the learning and assessment planning, materials and resources and assessment of the subject. The main school-based teacher delivers the subject with support from the NTSDE teacher.
Our Expectation of Students

Students enrolled in any subject at NTSDE are required to comply with the following expectations:

- Students must complete the Learning By Distance Moodle course (if requested).
- Students will check their ntschools email account on a daily basis.
- Students will undertake a minimum of one scheduled lesson (55 minutes) in all of their subjects each week.
- Students will undertake a number of hours of study per week in each subject in addition to their weekly lesson.
- Students will regularly submit work to NTSDE in each of their subjects.
- All assessment tasks submitted will be the work of the individual student in accordance with the Assessment Declaration signed by each student.
- Students should and are encouraged to, contact their teachers by email, phone, Moodle or via their weekly lessons when they need assistance.
- Students are required to properly care for all books and equipment on loan and undertake to return all NTSDE study materials when they are no longer required for their subjects.
- Students and their parents / guardians or main school will advise NTSDE immediately if they wish to cancel their enrolment or if they are temporarily unable to continue their studies.
- Students will advise NTSDE immediately if their contact details change including their telephone number and postal address.

Enrolment Process

How to Enrol

School Aged Students

Geographically isolated senior school age students may enrol directly with NTSDE. Students currently attending NT secondary schools and seeking to extend their senior subject options, enrol with NTSDE through their main school. Other school-age students wishing to enrol with NTSDE need to provide evidence that they cannot receive their education through a local secondary school.

Enrolment may be sought throughout the school year, but external assessment requirements may necessitate deferral until the following semester or year, particularly in the case of Stage 2 subjects. The school’s Student Services Team will review each enrolment application and subjects requested to ensure the school can provide an appropriate service.
Mature Age Student Enrolment Process

Prospective mature age students must:

1. Discuss possible enrolment with the NTSDE Principal and provide photographic identification to NTSDE to commence the enrolment process.
2. Disclose any pending charges at the time of enrolment by completing a pending charges declaration, available from NTSDE and send this to the Department of Educations’ Vetting Entity.
3. Undertake a criminal history check, at their own cost, and provide consent for this to be sent directly to the Department of Educations’ Vetting Entity.
4. When enrolled in any NT Government school, disclose any changes to their criminal record to the Principal before the next attendance at school or participation in any school educational program.

For further information please contact NTSDE’s Student Services Team or the Principal.

All Students

All new students commencing enrolment with NTSDE will be required to complete the Learning by Distance Moodle course prior to having their enrolment application confirmed. This will occur between the time that the Student Services Team acknowledges receipt of an enrolment application and the time the Student Services Team forwards the student, parent or partner school the confirmation of enrolment and welcoming email.

When the enrolment has been processed, the Student Services Team will send a welcome email which contains Moodle links for subjects and NTSDE teacher’s names and contact details. Subject materials (such as textbooks and discs) if required, will also be dispatched to students.

Re-Enrolment

Students need to formally re-enrol for the following semester or year by submitting an enrolment / re-enrolment form. This ensures that students, families and main schools have confirmed subject selections in all semesters.

Information for Dual Schools

For urban and regional secondary schools only:

- Cross-Disciplinary subjects (Personal Learning Plan (PLP), Integrated Learning and Community Studies) are available only to remote Community Dual students. Please contact the Student Services Team for more information.

Student Services Team

The NTSDE Student Services Team consists of:

**Coordinators**

Selina Blyton  
(08) 8922 2289  
selina.blyton@ntschools.net

Bronny Burger  
(08) 8922 2209  
bronny.burger@ntschools.net

**Interstate or Overseas Inquiries**

Assistant Principal Staff  
Bev Wilson  
(08) 8922 2215  
bev.wilson@ntschools.net
Late Enrolments and Cut Off Dates

Year 10 and Stage 1 Enrolments

Year 10 and Stage 1 students who commence a subject with NTSDE after Week 3 of a semester will be considered a late enrolment in that subject. Upon receipt of an application for a late enrolment the Student Services Team will contact the student’s home support person or school coordinator to discuss this late entry into each subject to ensure that the student and their support personnel have a clear understanding of the procedures and expectations of late enrolment in terms of:

- The subject(s) program commencement point
- Which subject(s) units of work will be included in the delivery of the teaching and learning programs
- Outcomes students may expect to gain from their enrolment/engagement in terms of resulting and reporting.

Stage 2 Enrolments

10 Credit Subjects

Students may be enrolled in 10 credit subjects (other than Music) either as a Semester 1 or Semester 2 enrolment.

- 10 credit subjects which commence in Term 1 will be delivered and assessed in Semester 1 only. The NTSDE final due date for assessment submission is the last teaching day of Semester 1.
- 10 credit subjects that commence in Term 2 will be delivered and assessed in Term 2 and Term 3 only. The final due date for assessment submission is set by NTSDE to meet SACE due dates for that subject.

The cut off dates for enrolment into Stage 2, 10 credit subjects are:

- 10 credit Semester 1 subjects - Term 1, Week 3 - Friday 15 February 2019
- 10 credit Semester 2 subjects - Term 2, Week 3 - Friday 10 May 2019.

20 Credit Subjects

Students will be enrolled in 20 credit subjects as full year enrolments.

The cut off date for enrolment into Stage 2, 20 credit subjects are:

- 20 credit Semester 1 subjects - Term 1, Week 3 - Friday 15 February 2019.

Late Enrolments

Applications for late acceptance into all Stage 2 subjects after these dates are negotiated with the Student Services Team, individual subject teacher and Assistant Principal Students. Each application will be given consideration based upon its individual circumstances.
Subject Materials and Delivery

All Students

It is advantageous for all individual students to have access to a:

• Telephone
• Computer
• Internet connection
• Printer / scanner.

If this is not possible, students must make the NTSDE Student Services Team or their main school coordinator aware of this on enrolment.

Weekly Lessons - Interactive Distance Learning (IDL)

NTSDE requires all students to participate in a scheduled weekly lesson with their subject teachers. The method by which most of our students successfully participate in their weekly lesson is by engaging in an online Interactive Distance Learning (IDL) lesson.

An IDL username and password will be issued to students after enrolment.

IDL Timetable

The IDL timetable is aimed at allowing prospective students to easily organise their home location’s weekly program and schedule. This timetable will be published:

• at the beginning of Term 4 for enrolment in the following year
• at the beginning of Term 2 for enrolment in the following semester.

Students will be able to download the IDL Timetables from the NTSDE Learning by Distance course.

Continued Changes to Subject Material Supply

NTSDE is continuing to improve a range of its services to students and partner schools. In 2019 NTSDE will continue to move subject material development and delivery from print and post booklets to a 24/7 connected and interactive online learning environment.

NTSDE has discontinued printing and postal dispatch of in-house booklets.

Access to in-house printed booklets will continue to be via courses on the Moodle Learning Management System. NTSDE continues to dispatch required textbooks, software and physical materials by post.

Students are able to contact teachers by phone, email, Moodle, IDL lessons and Skype for Business. The Student Services Team and subject teachers will provide support to students with this process as they enrol into courses for the 2019 school year. Students who wish to print materials directly from Moodle are able to do so.

All other student support services including residential programs, holiday school and teacher / student contact visits will also continue as per our current processes.
School Email and Online Courses – Moodle

Email is one way that teachers will communicate with students.

Moodle is the name of the Learning Management System used for NTSDE’s online courses

School email and Moodle are accessible after enrolment. Students will be given one user-name and password to access these. A student’s user-name will usually be: firstname.lastname. Students will receive a welcome email with a link to the Learning By Distance course which will give them some tips for learning by distance and will teach them how to use NTSDE’s online systems.

Accessing School Email

A student’s school email address is usually their firstname.lastname@student.ntschools.net. As part of their studies with NTSDE, students must check their school email account daily.

This address is to be used in all official communications between students and NTSDE staff for school related business such as asking for clarification on work tasks, checking assessment deadlines or keeping teachers updated on individual needs. Students are not to communicate with their teacher(s) using a personal email address. Teachers will only contact students via email using their school email address. The web address for ntschools email accounts is https://webmail.ntschools.net

Accessing Moodle

Moodle is here to support students throughout their studies and help them succeed in their subjects. Students and schools can access subject materials through Moodle. Students are expected to upload all formative and summative tasks via Moodle. The web address for Moodle is http://lms.ntschools.net

Other Subject Materials

Other subject materials such as textbooks will be sent via the mail. Some textbooks are also available on the Moodle site.
Service Charges Structure

Service charges should be submitted with the enrolment form. If you wish to discuss the payment options please contact the Student Services Team.

School Aged Students Voluntary Parent Contributions

The Department of Education (DoE) provides funding to our School Council to cover the minimum cost of compulsory subjects. The provision of Distance Education is expensive and our students are being prepared for a very competitive world where they must achieve to their highest potential. To provide your child with the best possible education NTSDE is asking you to consider making a voluntary contribution towards the costs associated with the provision of a quality senior secondary education.

Financial support through a voluntary parent contribution will enable us to enrich the learning opportunities for our students by ensuring that we provide a full range of up to date equipment, texts, resources, technology and materials across all subject areas.

Based on historic data a contribution in the order of $150.00 would be reasonable.

Once-Only Enrolment Cost

- NTSDE Dependent Students $0.00 - nil enrolment cost
- NTSDE Independent Students (school aged) $0.00 - nil enrolment cost
- NTSDE Independent Students (mature aged) $40.00 per student
- NT Government Schools $0.00 - nil enrolment cost
- Non-NT Government Schools $40.00 per student

Refundable Resources Deposit

This cost will only be incurred the first time a student is sent non-consumable materials (such as textbooks) as part of their subject requirements. This cost will only be charged once.

This cost will be refunded at the end of a student’s enrolment with NTSDE once all non-consumable materials are returned in good condition.

- All students $50.00 per student
2019 Residential School and Workshop Dates

NTSDE conducts a Residential School program which is designed to have students travel to Darwin to participate in face-to-face lessons and activities with their individual subject teachers. The program consists of a number of events for which activities and programs vary in accordance with the age groupings, nature, home locations and subject curriculum needs of the students attending.

In addition, some Stage 1 and all Stage 2 science subjects require students to travel to the NTSDE campus in Darwin to attend subject specific workshops to undertake compulsory practical requirements or specialist subject workshops in Darwin.

All laboratory work will be conducted at Darwin High School’s specialist science facilities on the Bullocky Point Education Precinct. Students attending workshops are required to meet and depart from the NTSDE reception each day that workshops are held.

For more information in regards to meals, accommodation and travel costs for these workshops please refer to the Introductory Information of the Science Learning Area in this handbook or to the individual Stage 1 or 2 Science subject descriptor page.

Please note that Residential School dates and Science Workshop dates are subject to change.

Residential Schools

- **Dependent and Dual Residential School #1**
  - (Year 10, Stage 1 and Stage 2 students who have a full time equivalent enrolment with NTSDE)
  - Term 1, Week 7
  - 11 March - 15 March 2019

- **Community Residential School #1**
  - (Year 10, Stage 1 and Stage 2 students only. Students must meet eligibility requirements)
  - Term 2, Week 5
  - 20 May - 24 May 2019

- **Dependent and Dual Residential School #2**
  - (Year 10 and Stage 1 students who have a full time equivalent enrolment with NTSDE)
  - Term 3, Week 4
  - 12 August - 16 August 2019

- **Stage 2 Completers’ Residential School**
  - (Stage 2 NTCET completers who have a full time equivalent enrolment with NTSDE)
  - Term 3, Week 7
  - 2 September - 6 September 2019
Science Workshops

Stage 2 Biology
- Semester 1: Term 2, Week 2 - 2 - 3 May 2019
- Semester 2: Term 3, Week 3 - 9 August 2019

Stage 2 Physics
- Semester 1: Term 2, Week 8 - 11 - 12 June 2019
- Semester 2: Term 3, Week 4 - 12 August 2019

Intensive Teaching Blocks

Students may be required to attend a compulsory residential block for a particular subject. Circumstances requiring students to attend a compulsory residential may include:

- Lack of appropriate specialist facilities at the local school
- Lack of specialist teachers at the local school
- Intensive teaching focusing on completion of NTCET especially at the Stage 2 level.
Student Reports

Progress and Semester Reports

NTSDE provides a progress report and a semester report. Reports are normally emailed:

**Year 10 and Stage 1**
- Term 1 - Week 10: Progress Report
- Term 2 - Week 10: Semester Report
- Term 3 - Week 10: Progress Report
- Term 4 - Week 9: Semester Report

**Stage 2**
- Term 1 - Week 10: Progress Report
- Term 2 - Week 9: Progress Report
- Term 3 - Week 8: Progress Report

Traffic Light Progress Reports

The Traffic Light Progress Reports use a simple colour-coded system of green, amber, red and purple to let students, parents and main school contacts know the student’s progress in each subject.

The Traffic Lights process is designed to promote discussion between students, parents, the main school contact and the NTSDE teacher about strategies that students may use to improve their learning and achievement.

NTSDE provides mid-term Traffic Light Progress Reports that are normally emailed to the student’s home location or main school:

**Year 10 and Stage 1**
- Term 1, Week 6
- Term 2, Week 5
- Term 3, Week 5
- Term 4, Week 4

**Stage 2**
- Term 1, Week 6
- Term 2, Week 5
- Term 3, Week 5
Further Distance Education Options

The Open Access College of South Australia - OAC

The Open Access College of South Australia also offers a quality education for students who need to study by distance education for individual subjects. This option is only available to students currently attending a Northern Territory school.

NTSDE students and students currently attending NT secondary schools, who are seeking to extend their subject options with subjects that are not available through NTSDE, may enrol with the OAC directly using their online enrolment form. For further information on subject availability go to the OAC website:

- [http://www.openaccess.edu.au](http://www.openaccess.edu.au).

Enrolment Process at OAC

All OAC enrolments is via their online enrolment form (not sent to NTSDE). NT schools wishing to enrol students in distance education subjects that are not available through NTSDE will be required to apply directly online through OAC’s website.

On receipt of these enrolments OAC will forward copies to the NTSDE Student Services Team to confirm that the student is eligible to study the nominated subject as it is not available through NTSDE.

Enrolment cut off dates for OAC Stage 1 and Stage 2 subjects are available on their website.
Information for Community Schools
Enrolment Information for Community Teachers

- Enrolment can occur any time during the year except for Stage 2 subjects
- Enrolment procedure can take 4 to 6 weeks so please be aware of the time involved and allow for this in your planning.

Administration

All students intending to enrol with NTSDE in English and Mathematics subjects need to complete Placement Activities prior to enrolling. Once Placement Activities are completed and assessed by NTSDE, schools will be notified about the results and the most appropriate subjects will be negotiated. Students intending to enrol with NTSDE need to complete an enrolment form. Enrolment forms can be emailed to ntsde.enrolments@ntsSchools.net.

Enrolment procedure

1. Telephone or email the coordinator to discuss enrolment procedures and subject choices
2. The coordinator will email copies of the relevant Placement Activities
3. The school is to administer placement activities for English and Mathematics subjects and return to NTSDE for assessment
4. The school is to return completed enrolments to ntsde.enrolments@ntsSchools.net.
5. The enrolment is processed and approved by the coordinator
6. Access to the Moodle course is given
7. The school is invoiced for resource deposit and service charges (if applicable).

Essential details for enrolment

- Students cannot be enrolled without their full name and date of birth
- Please check spelling of name and if the student is known by any other name
- Check student’s Abstudy status. Please note only recipients of Abstudy will receive subsidies for attendance at Community Residential School (CRS)
- Enter subject choices
- Students must complete the permission to release result information form
- Students to be a minimum of 15 years of age.
- It is recommended for Year 10 EALD that students be at ESL Level 3 (NT Curriculum Framework) or Developing English (ACARA).
- It is recommended for Stage 1 EALD that students be at ESL Level 4 (NT Curriculum Framework) or Developing and Consolidating English (ACARA).
- As part of the enrolment process and as directed by the Department of Education, NTSDE is now required to include information in regards to parental background and student’s EAL/D levels.

Re-enrolment procedures

- Continuing students must re-enrol each year. They must complete a re-enrolment form that is sent to the school in Term 4.
On-going tasks involved in enrolling with NTSDE

1. Checking of current student lists
   - This is an on-going process during the year. The coordinator and the subject teacher may contact the school for an updated list of students due to:
   - Statistical requirements
   - Database checks
   - Report periods.

   Schools may request an updated list from NTSDE at any time. Please contact the coordinator if you require a current list of enrolled students.

2. Withdrawals / Additions
   - Constant checking of the student list allows you and NTSDE to check if students have been withdrawn or if new students have been enrolled. It is not always easy to remember who is enrolled, particularly if there have been many student changes.

3. Staff changes
   - Staff changes can occur during the year at both the community school and NTSDE. Schools will be contacted, generally by the subject teacher or the coordinator, if there is an NTSDE teacher change. Schools should notify NTSDE if they have a teacher change.

4. NTSDE Teacher Contact Visits
   - Contact visits are negotiable. Please contact the coordinator if you would like an NTSDE teacher to visit.

5. Reports
   - NTSDE can provide term or semester reports as requested. Reports are normally emailed:

     **Year 10 and Stage 1 (Year 11)**
     - Term 2 - Week 10: Semester Report
     - Term 4 - Week 9: Semester Report

     **Stage 2 (Year 12)**
     - Term 1 - Week 10: Progress Report
     - Term 2 - Week 9: Progress Report
     - Term 3 - Week 7: Progress Report

6. Community Residential School (CRS) Dates
   - Community Residential School (CRS) is an opportunity for eligible enrolled students to attend school at NTSDE in Darwin for an intensive five days of timetabled lessons with their NTSDE teachers. Please advise students to submit their Abstudy applications as early as possible in the school year as the approval process can take up to six weeks. Information regarding CRS will be sent during Term 1. If you have any queries regarding CRS please contact the coordinator.

   Community Residential School dates can be found on page 13.
7. Intensive Teaching Blocks

Students may be required to attend a compulsory Residential Block for a particular subject. Circumstances requiring students to attend a compulsory residential may include:

- Lack of appropriate specialist facilities at the local school
- Lack of specialist teachers at the local school
- Intensive teaching may be required for the completion of the NTCET.

Use of SACE Board Provider - NTSDE (945) Indirect Model of Delivery

Schools who do not have SACE Board provider status can access SACE Board subjects through The Northern Territory School of Distance Education (945). This allows experienced teachers with senior school background to write, deliver and assess NTCET subjects utilising a local context.

The NTSDE 945 Indirect delivery model has been set up to provide an alternative mode of senior years’ delivery in remote locations. Also provided is an opportunity to tailor courses to suit the students local environments and pathway options beyond school. The NTSDE 945 Indirect aims to offer remote schools the capacity deliver Stage 1 subjects.

The NTSDE Indirect Team has responsibility for administering this alternative mode of senior years’ delivery. In order to meet the requirements of holding a SACE Board provider number, schools utilising the NTSDE Indirect (945) school are required to follow set procedures to ensure that the rigour of senior secondary courses are met.

Coordinator

Bronny Burger
Email: bronny.burger@ntschools.net
Phone: (08) 8922 2209
Fax: (08) 8922 2181
NTCET Information and Subject Pattern Planners
What is the NTCET?

The Northern Territory Certificate of Education and Training is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

What does the NTCET do for students?

The NTCET has been designed to meet the needs of students, families, higher and further education providers, employers and the community.

The NTCET helps students develop the skills and knowledge they need to succeed - whether they are headed for further education, training, an apprenticeship or straight into the workforce.

How do students gain the NTCET?

The certificate is based on two stages of achievement which are Stage 1, usually completed in Year 11 and Stage 2, usually completed in Year 12. Students who successfully complete the requirements are awarded the NTCET.

Each subject or course successfully completed earns ‘credits’ towards the NTCET, with a minimum of 200 credits required for students to gain the certificate.

- Students receive a grade from A to E for each subject at Stage 1.
- Students receive a grade from A+ to E- for each subject at Stage 2.

<table>
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<th>Stage 1 (compulsory)</th>
<th>Stage 1 or Stage 2 (electives)</th>
<th>Stage 2 (compulsory)</th>
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<tr>
<td>Personal Learning Plan</td>
<td>10</td>
<td>10</td>
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<tr>
<td>10 Literacy from a range of English subjects</td>
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<tr>
<td>10 Literacy from a range of English subjects</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy from a range of Maths subjects</td>
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At Stage 2 for ATAR

Subjects from a range of options (100 credits)

Subjects from a range of options (60 credits)
Stage 1 compulsory requirements - minimum 40 credits

To achieve the NTCET, students must, as a minimum, compulsorily complete the following requirements with a C grade or higher:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy - from a range of English subjects or courses (20 credits at Stage 1 or Stage 2)
- Numeracy - from a range of Mathematics subjects or courses (10 credits at Stage 1 or Stage 2).

Stage 2 compulsory requirements - minimum 60 credits

To achieve the NTCET, students must, as a minimum, compulsorily complete the following requirements with a C- grade or higher:

- Stage 2 subjects or courses totalling at least 60 credits.

Additional credits required to gain an NTCET

To gain their NTCET students must gain a C or C- grade or higher in a minimum of 140 credits of the 200 credits needed for the certificate.

Therefore as well as the above compulsory requirements students must also achieve another 40 credits from their Stage 1 or Stage 2 or equivalent subjects and gain a C or C- grade or higher in these.

The final 60 credits needed to complete their NTCET may be gained through any other subjects / courses or recognised studies.

Requirements to gain an Australian Tertiary Admission Ranking – ATAR

To obtain an Australian Tertiary Admissions Ranking for 2018 students must:

- Qualify for the NTCET.
- Comply with the rules regarding precluded combinations.
- Comply with the rules regarding counting restrictions.
- Complete at least 90 credits of study in Tertiary Admissions Subjects and Recognised Studies at Stage 2 in a maximum of three attempts.
- Of the 90 credits of study, a minimum of 60 credits must be from 20 credit Tertiary Admission Subjects and a maximum of 20 credits can be from Recognised Studies.
# NTSDE Student Patterns of Study for the NT Certificate of Education and Training

## Year 10 Pattern of Study

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Health / PE</th>
<th>History</th>
<th>Elective</th>
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<tbody>
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<td>English</td>
<td>Maths</td>
<td>Science</td>
<td>Elective</td>
<td>Elective</td>
<td>Stage 1 Personal Learning Plan</td>
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## Year 10 Subject Selection Process

At Year 10 students must undertake a minimum of two semesters of English, Mathematics, Science and one semester of both History and Health and Physical Education. Students usually study six subjects each semester.

Enrolment into the appropriate level of English and Mathematics will be based on assessment results which may be drawn from previous school reports, previous testing results, recommendations from teachers and/or NTSDE placement activities.

The achievement of the Northern Territory Certificate of Education and Training (NTCET) requires the successful completion of the Personal Learning Plan (PLP). In Semester 2, Year 10 students undertake the PLP. If the student’s desired pathway does not include completion of the NTCET, then the student will not be required to undertake the PLP.

All subject selections undertaken by students will be negotiated between the NTSDE Student Services Team, the student and their parent(s) / guardian(s).
### Stage 1 or Year 11 Pattern of Study

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Literacy or English</th>
<th>Numeracy or Maths</th>
<th>Free Choice Subject</th>
<th>Free Choice Subject</th>
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### Stage 1 or Year 11 Subject Selection Process

At Stage 1 students must successfully complete the following compulsory subjects:

- Personal Learning Plan - 10 credits.
  (If not completed during Year 10 it can be completed in either Semester 1 or Semester 2).

- Literacy - 20 credits from English subjects.

- Numeracy - 10 credits from Mathematics subjects.

It is important to note that subjects selected for study at Stage 1 of the NTCET are based on students’ targeted subjects at Stage 2 or on their chosen future pathways. The purpose of this is to allow students to have the most appropriate preparation to enhance success in their future endeavours. A students’ Semester 1 teachers will be asked to give a recommendation as to which, if any, subject from their curriculum area each student should undertake in Semester 2 at Stage 1 of the NTCET.

### Recommended Study Loads at Stage 1

#### Semester 1

It is recommended that students undertake six subjects including the first of their Literacy subjects and one Numeracy subject. The other four subjects may be taken from any other area of study offered by the school or from Vocational Education and Training (VET) or Community Learning subjects and may include the Personal Learning Plan (PLP) if applicable.

If a student is targeting both NTCET completion and an Australian Tertiary Admissions Rank (ATAR) it is recommended that subjects selected for study at Stage 1 of the NTCET are based on their targeted Stage 2 subjects.

#### Semester 2

It is recommended that students undertake five subjects including the second of their Literacy subjects. The other four subjects may be taken from any other area of study offered by the school or from Vocational Education and Training or Community Learning subjects and may include the Personal Learning Plan (PLP) if applicable.
Stage 2 or Year 12 Pattern of Study

| Stage 2 | Full year free choice subject 20 credits OR Two single semester length 10 credit subjects | Full year free choice subject 20 credits OR Two single semester length 10 credit subjects | Full year free choice subject 20 credits OR Two single semester length 10 credit subjects | Full year free choice subject 20 credits OR Two single semester length 10 credit subjects | Full year free choice subject 20 credits OR Two single semester length 10 credit subjects |

Subject Selection Process
At Stage 2 students must compulsorily complete 60 credits by gaining a C- grade or better to gain an NTCET.

Recommended Study Loads at Stage 2

**Students Targeting NTCET Completion**
Students who are targeting NTCET completion may undertake any combination of 10 and 20 credit subjects of their own choice at the Stage 2 level in order to gain the required 60 credits. The remaining credits for their NTCET studies may be gained through either Stage 1 or Stage 2 subjects of their own choice.

**Students Targeting University Entrance**
Students who are targeting university entrance will need to earn both their NTCET and an Australian Tertiary Entrance Ranking (ATAR), through the completion of a minimum of 90 credits at Stage 2 of which:

- at least 60 credits must be from 20 credit Tertiary Admissions Subjects (TAS)
- the remaining 30 credits from TAS with a maximum of 20 credits of Recognised Studies.

It is recommended that students targeting an ATAR undertake five subjects at the Stage 2 or Year 12 level, one of which may be a Stage 2, 10 credit subject.

Students also need to meet their targeted university’s specified prerequisite subjects. Students are encouraged to obtain written confirmation from universities that the subjects they have selected will meet the specific university’s selection and subject requirements.
Subject Lists
**Introduction to the Year 10 Program**

Full time Year 10 students are invited to attend two Residential Schools.

It is possible for Year 10 NTSDE students to choose a Stage 1 (Year 11) subject(s) as part of their studies in Year 10. This opportunity will be offered to Year 10 students on the recommendation of students’ subject teachers, with these recommendations evaluated on a case by case basis.

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**Year 10 Subject List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
<th>Subject Length</th>
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<tr>
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Year 10 Subject List Continued...

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## Stage 1 Subject List

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### Stage 1 Subject List Continued...

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<th>Code</th>
<th>Subject Name</th>
<th>Subject Length</th>
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### Stage 1 Subject List Continued...

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<td>General Mathematics B</td>
<td>1 Semester</td>
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<td>1MAM10A</td>
<td>Mathematical Methods A</td>
<td>1 Semester</td>
<td>Semester 1</td>
<td>122</td>
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<td>1MAM10B</td>
<td>Mathematical Methods B</td>
<td>1 Semester</td>
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<td>1 Semester</td>
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<td>1 Semester</td>
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<td>1MAM10E</td>
<td>Specialist Mathematics B</td>
<td>1 Semester</td>
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</table>

| **Science** |                                |                |                    |      |
| 1BGY10A    | Biology A                     | 1 Semester     | Semester 1         | 132  |
| 1BGY10B    | Biology B                     | 1 Semester     | Semester 2         | 132  |
| 1CEM10A    | Chemistry A                   | 1 Semester     | Semester 1         | 133  |
| 1CEM10B    | Chemistry B                   | 1 Semester     | Semester 2         | 133  |
| 1PYI10A    | Physics A                     | 1 Semester     | Semester 1         | 134  |
| 1PYI10B    | Physics B                     | 1 Semester     | Semester 2         | 134  |
| 1STU10A    | Scientific Studies            | 1 Semester     | Both Semesters     | 135  |

* ≠ the subject is suitable, but not restricted to, Aboriginal or EALD (ESL) students in a remote school.
# Stage 2 Subject List

## Arts

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
<th>Subject Length</th>
<th>Offered</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2MEB10</td>
<td>Music Performance - Ensemble</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>42</td>
</tr>
<tr>
<td>2MSO10</td>
<td>Music Performance - Solo</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>43</td>
</tr>
<tr>
<td>2MEX20</td>
<td>Music Exploration</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>44</td>
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<tr>
<td>2MSI20</td>
<td>Music Studies</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>45</td>
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<td>*2CVA10</td>
<td>Creative Arts - 10 credits</td>
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<td>*2CVA20</td>
<td>Creative Arts - 20 credits</td>
<td>1 Year</td>
<td>Semester 1</td>
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<tr>
<td>2VAA10</td>
<td>Visual Arts - Art - 10 credits</td>
<td>1 Semester</td>
<td>Semester 1</td>
<td>53</td>
</tr>
<tr>
<td>2VAA20</td>
<td>Visual Arts - Art - 20 credits</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>53</td>
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## Business Enterprise and Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
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</tr>
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<tbody>
<tr>
<td>2ACG20</td>
<td>Accounting</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>61</td>
</tr>
<tr>
<td>2BUE20</td>
<td>Business and Enterprise</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Stage 2 ICT Options</td>
<td></td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>*2WPA10</td>
<td>Workplace Practices - 10 credits</td>
<td>1 Semester</td>
<td>Semester 1</td>
<td>63</td>
</tr>
<tr>
<td>*2WPC20</td>
<td>Workplace Practices - 20 credits</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>63</td>
</tr>
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## Cross-Disciplinary

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
<th>Subject Length</th>
<th>Offered</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>2</em>AY10</td>
<td>Community Studies - 10 credits</td>
<td>1 Semester</td>
<td>By Negotiation</td>
<td>70</td>
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<tr>
<td><em>2</em>AY20</td>
<td>Community Studies - 20 credits</td>
<td>1 Year</td>
<td>By Negotiation</td>
<td>70</td>
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<tr>
<td>*2ILA10</td>
<td>Integrated Learning A - 10 credits</td>
<td>1 Semester</td>
<td>By Negotiation</td>
<td>71</td>
</tr>
<tr>
<td>*2ILA20</td>
<td>Integrated Learning A - 20 credits</td>
<td>1 Year</td>
<td>By Negotiation</td>
<td>71</td>
</tr>
<tr>
<td>*2ILB10</td>
<td>Integrated Learning B - 10 credits</td>
<td>1 Semester</td>
<td>By Negotiation</td>
<td>71</td>
</tr>
<tr>
<td>*2ILB20</td>
<td>Integrated Learning B - 20 credits</td>
<td>1 Year</td>
<td>By Negotiation</td>
<td>71</td>
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## English

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
<th>Subject Length</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>2ESH20</td>
<td>English</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>82</td>
</tr>
<tr>
<td>2ETE20A</td>
<td>Essential English</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>83</td>
</tr>
<tr>
<td>*2ETE20B</td>
<td>Essential English as an Additional Language</td>
<td>1 Year</td>
<td>Semester 1</td>
<td>84</td>
</tr>
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</table>

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### Health and Physical Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2HEH10</td>
<td>Health Education - 10 credits</td>
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<td>1 Semester</td>
<td>Semester 1</td>
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<tr>
<td>2HEH20</td>
<td>Health Education - 20 credits</td>
<td>20</td>
<td>1 Year</td>
<td>Semester 1</td>
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<tr>
<td>2ILA20G</td>
<td>Integrated Learning - Child Studies</td>
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<td>1 Year</td>
<td>Semester 1</td>
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<tr>
<td>2PHE20</td>
<td>Physical Education</td>
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<td>1 Year</td>
<td>Semester 1</td>
</tr>
<tr>
<td>2ILB20B</td>
<td>Integrated Learning - Sports Studies</td>
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<td>1 Year</td>
<td>Semester 1</td>
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### Humanities and Social Sciences

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
<th>Duration</th>
<th>Semester</th>
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<tbody>
<tr>
<td>2EMS20</td>
<td>Economics</td>
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<td>1 Year</td>
<td>Semester 1</td>
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<tr>
<td>2GHY20</td>
<td>Geography</td>
<td></td>
<td>1 Year</td>
<td>Semester 1</td>
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<tr>
<td>2LEG20</td>
<td>Legal Studies</td>
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<td>1 Year</td>
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<td>2MOD20</td>
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### Mathematics

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<td>Semester 1</td>
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### Science

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<th>Semester</th>
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<tr>
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<td>Physics</td>
<td></td>
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</table>

Other Stage 2 Science Options

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* ≠ the subject is suitable, but not restricted to, Aboriginal or EALD (ESL) students in a remote school.
Arts Learning Area
Music • Creative Arts • Visual Arts
Music Pathways

Year 10

Stage 1

MU10A
Music A

MU10B
Music B

1MVD10A
Music Advanced A

1MVD10B
Music Advanced B

1MXE10A
Music Experience A

1MXE10B
Music Experience B

Stage 2

2MSI20
Music Studies

2MEB10
Music Performance - Ensemble

2MSO10
Music Performance - Solo

2MEX20
Music Exploration
Year 10

**Music A**

**Content**
This subject is a semester length course designed to meet individual student needs and to encourage and develop musical performance. Subject content will focus on building theoretical knowledge and developing analytical and aural listening skills, in preparation for more advanced music study.

**Assessment**
- Assessment Type 1: Skills presentation - public musical performance - 40%
- Assessment Type 2: Skills development - theory and aural work - 30%
- Assessment Type 3: Folio - musical analysis and negotiated work - 30%

**Note:** It is essential that students have their own musical instrument and be working with an instrumental/vocal teacher. Students must be prepared to devote some time to their instrumental learning and make practice a regular feature of subject work. Students’ musical performances are required to be recorded on a USB or DVD for assessment.

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**Music B**

**Content**
This subject continues the work commenced in semester 1, and is also designed to meet individual student needs and to encourage and develop musical performance. Subject content continues to build theoretical knowledge and develop analytical and aural listening skills in preparation for more advanced music study.

**Assessment**
- Assessment Type 1: Skills Presentation - public musical performance - 40%
- Assessment Type 2: Skills Development - theory and aural work - 30%
- Assessment Type 3: Folio - musical analysis and negotiated work - 30%

**Note:** It is essential that students have their own musical instrument and be working with an instrumental/vocal teacher. Students must be prepared to devote some time to their instrumental learning and make practice a regular feature of subject work. Students’ musical performances are required to be recorded on a USB or DVD for assessment.
Music
Stage 1

Information for Stage 1 Music Subjects
For all stage 1 Music subjects it is essential that students have their own musical instrument and be working with an instrumental / vocal teacher.

Students must be prepared to devote some time to their instrumental learning and make practice a regular feature of subject work.

Students’ musical performances are required to be recorded on a USB or DVD for assessment.

Music Advanced A
This subject is designed to extend students’ existing musical understanding and skills in creating and responding to music. Students complete a range of tasks focusing on expanding knowledge, understanding and developing musical skills.

Content
Assessment Type 1: Creative Work
Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present their musical works. Students present two creative works tasks in the form of:
- A public musical performance
- Musical arrangement or composition to be done in traditional notation.

Assessment Type 2: Musical Literacy
This task will enable students to demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology. Students present two musical literacy tasks in the form of:
- Analysis of musical style (study of two varying musical pieces).
- Musical reflection.

Assessment
- Assessment Type 1: Creative Work
  - Musical Performances - 25%
  - Musical Arrangement or Composition - 25%
- Assessment Type 2: Musical Literacy
  - Analysis of Style - 25%
  - Musical Reflection - 25%

Subject Length
1 semester
Music Advanced B

This subject is designed to extend students’ existing musical understanding and skills in creating and responding to music. Students complete a range of tasks focusing on expanding knowledge, understanding and developing musical skills.

**Content**

**Assessment Type 1: Creative Work**
Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present their musical works. Students present two creative works tasks in the form of:
- A public musical performances
- Musica]l arrangement or composition to be done in traditional notation.

**Assessment Type 2: Musical Literacy**
This task will enable students to demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology. Students present two musical literacy tasks in the form of:
- Analysis of musical style (study of two varying musical pieces).
- Musical reflection.

**Assessment**
- Assessment Type 1: Creative Work
  - Musical Performances - 25%
  - Musical Arrangement or Composition - 25%
- Assessment Type 2: Musical Literacy
  - Analysis of Style - 25%
  - Musical Reflection - 25%

**Subject Length**
1 semester
Music Experience A

This subject is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

Content

Assessment Type 1: Creative Work
Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present their musical works. Students present three creative works tasks in the form of:

- Two musical performances
- One musical arrangement or composition.

Assessment Type 2: Musical Literacy
This task will enable students to demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology.

- One analysis of musical style.

Assessment

- Assessment Type 1: Creative Work
  - Musical Performances - 2 tasks - 50%
  - Musical Arrangement or Composition - 1 task - 25%

- Assessment Type 2: Musical Literacy
  - Analysis of Style - 1 task - 25%

Subject Length

1 semester
**Information for Stage 1 Music Subjects**

For all stage 1 Music subjects it is essential that students have their own musical instrument and be working with an instrumental / vocal teacher.

Students must be prepared to devote some time to their instrumental learning and make practice a regular feature of subject work.

Students’ musical performances are required to be recorded on a USB or DVD for assessment.

---

**Music Experience B**

This subject is designed to continue on from *Music Experience A*. It is designed for students with emerging musical skills and provides a continued opportunity for students to develop their musical understanding and skills in creating and responding to music.

**Content**

**Assessment Type 1: Creative Work**

Students explore and apply their musical understanding, skills and techniques to develop, refine, and present their musical works. Students present creative works tasks in the form of:

- One musical performance
- One musical arrangement or composition.

**Assessment Type 2: Musical Literacy**

This task will enable students to demonstrate their musical literacy skills, communicate their musical ideas and use appropriate musical terminology.

- One musicianship, aural and rhythm reading
- One analysis discussion.

**Assessment**

- Assessment Type 1: Creative Work
  - Musical Performance - 25%
  - Musical Arrangement or Composition - 25%

- Assessment Type 2: Musical Literacy
  - Musicianship, Aural and Rhythm Reading - 25%
  - Analysis Discussion - 25%

**Subject Length**

1 semester
Music
Stage 2

10 credit subject

NTSDE Code: 2MEB10
SACE Code: 2MEB10
Subject Offered: Semester 1

Recommendation
It is recommended that students have completed Stage 1 Music and have had at least two years of tuition on their instrument/voice.

Click here to watch the 2MEB10 trailer video

Stage 2

Music Performance - Ensemble

In this subject students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Content

Students present an ensemble performance for each of the assessment types consisting of a single work or a set of works by one or more composers, and individual evidence of each student’s contribution to the ensemble through individual part-testing. Each assessment type performance should be a maximum of 6 to 8 minutes and must consist of different musical pieces.

Assessment

School Assessment (70%)
- Assessment Type 1: Performance - 30%
- Assessment Type 2: Performance and Discussion - 40%

External Assessment (30%)
- Assessment Type 3: Performance Portfolio - 30%

Note: All performances are marked by the teacher and by two SACE Board markers. Access to a video camera is essential for submission of student work. Students are expected to attend regular lessons with an instrumental or vocal teacher.

Subject Length
1 year
Music Performance - Solo

Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Content

Students present a solo performance of a single work or a set of works by one or more composers. Students interpret musical works, and apply their knowledge and understanding of style, structure, and conventions appropriate to their chosen repertoire. Students apply their musical skills, accuracy, and technique, and understanding of stage presence, to present their performance.

The solo performance should be presented to a live audience. All performances must be recorded for assessment. Each assessment type performance should be a maximum of 6 to 8 minutes and must consist of different musical pieces.

Assessment

School Assessment (70%)

- Assessment Type 1: Performance - 30%
- Assessment Type 2: Performance and Discussion - 40%

External Assessment (30%)

- Assessment Type 3: Performance Portfolio - 30%

Note: All performances are marked by the teacher and by two SACE Board markers. Access to a video camera is essential for submission of student work. Students are expected to attend regular lessons with an instrumental or vocal teacher.

Subject Length
1 year

Music
Stage 2

10 credit subject

NTSDE Code:
2MSO10

SACE Code:
2MSO10

Subject Offered:
Semester 1

Recommendation

It is recommended that students have completed Stage 1 Music and have had at least two years of tuition on their instrument/voice.

Click here to watch the 2MSO10 trailer video
Music Exploration

In this subject, students experiment with, explore, and manipulate musical elements to learn the art of constructing and de-constructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Students develop and extend their knowledge and understanding of the elements of music and apply this knowledge and understanding to exploring and experimenting with how music is made. Students develop and extend their practical music-making skills, and integrate and apply their musical understanding, skills, and techniques to manipulate musical elements and experiment with how music is made.

Students engage critically and creatively with music through responding to their own and others’ works. They also learn how the knowledge and skills developed through responding to and evaluating music can refine their musical thinking and inform the choices they make in experimenting with and creating music.

Content

Students study the following content:

- Musical Literacy
  - Musical Analysis
  - Musical Critique
  - Song / Instrumental Composition

- Exploration: musical performance or research / investigation topic chosen by student and negotiated with teacher

- Creative Connections: performance, song / instrumental composition or arrangement

Assessment

Students undertake five tasks across the three assessment types:

School Assessment

- Assessment Type 1: Musical Literacy - 30%
- Assessment Type 2: Explorations - 40%

External Assessment

- Assessment Type 3: Creative Connections - 30%

Note: Students should have access to a computer and musical notation software such as Sibelius or MuseScore. Access to a video camera is essential for submission of student work.

Subject Length

1 year
Music Studies

In this subject, students apply their knowledge and understanding of the elements of music to deconstruct and analyse how composers manipulate these elements, respond to the works of others, and develop and extend their musical literacy skills.

Students develop and extend their practical music-making skills through performing and/or composing works for instrument(s) and/or voice. They apply their musical understanding, skills, and techniques in developing, refining, and presenting their works.

Students develop and extend their understanding of music theory and conventions, and their skills in score reading and relating musical sounds to notation. Students interpret musical works, and deconstruct and analyse genres, styles, techniques, and/or influences that enable them to engage critically with music across time, location, and culture.

Content
Students study the following content:

- Portfolio of Creative Work
- Musical Literacy
  - Notated Composition or arrangement
  - Musicianship Aural and melodic deconstruction
  - Comparative Analysis of Two musical works
- External Examination.

Assessment
Students undertake five tasks across the three assessment types:

School Assessment
- Assessment Type 1: Creative Works - 40%
- Assessment Type 2: Musical Literacy - 30%

External Assessment
- Assessment Type 3: Examination - 30%

Note: Students should have access to a computer and musical notation software such as Sibelius or MuseScore. Access to a video camera is essential for submission of student work.

Subject Length
1 year
Visual Arts and Creative Arts Pathways

**Stage 1**

- **Creative Arts**
  - 1CVA10A Creative Arts A
  - 1CVA10B Creative Arts B

- **Visual Arts - Art**
  - 1VAA10A Visual Arts - Art A
  - 1VAA10B Visual Arts - Art B

- **Visual Arts - Design**
  - 1VAD10A Visual Arts - Design
  - 1VAD10J Visual Arts - Jewellery

**Stage 2**

- 2VAA10 2VAA20 Visual Arts - Art
- 2CVA10 2CVA20 Creative Arts
Year 10

Art A

Art A is a Year 10 Art subject which integrates the Australian Curriculum learning areas of Visual Arts and Media Arts. It combines practical and theory activities, and involves creating and analysing artworks in two mediums, using a theme.

Content
There are two topics:

- Painting: Emotional Landscapes
- Photography: Little Things.

Students follow a creative process exploring theme, research, ideation, creation and evaluation in the mediums of painting and photography. Students study the work of other artists and develop practical skills in painting techniques and using a camera.

Assessment
- Assessment Type 1: Investigation - 20%
- Assessment Type 2: Product - 50%
- Assessment Type 3: Practical Skills - 30%

Note: A camera is essential for the photography topic. It is recommended that students have access to a scanner to send in images of completed artworks.

Subject Length
1 semester

Art B

Art B is a Year 10 Art subject focused on the Australian Curriculum learning area of Visual Arts. It combines practical and theory activities, encouraging students to plan and design artworks that represent own artistic intention. In the ‘free choice’ topic students will be guided through the art making process to make an art product of their own choice aiming to develop skills leading into Stage 1 Art subjects.

Content
There are two topics:

- Drawing: Big Things
- Free choice

Students follow a creative process of; theme, research, ideation, creation and evaluation. Students study the work of other artists, focusing on composition and artistic intent and develop practical skills in drawing, using a range of media.

Assessment
- Assessment Type 1: Investigation - 20%
- Assessment Type 2: Product - 50%
- Assessment Type 3: Practical Skills - 30%

Subject Length
1 semester
Stage 1

Creative Arts

There are two subjects available in Stage 1 Creative Arts:

• Creative Arts A is offered in Semester 1.
• Creative Arts B is offered in Semester 2.

In Creative Arts, students have the opportunity to specialise in an area of interest within the visual arts. Students participate in the development and presentation of a finished creative arts product which is negotiated between the NTSDE teacher and student, or community.

Content

Students complete tasks in the following areas of study:

• Creative Arts Process
• Development and Production
• Core Concepts in Arts Disciplines
• Creative Arts in Practice

Assessment

• Assessment Type 1: Product - 50%
  (includes final arts work and support materials).
• Assessment Type 2: Folio - 50%
  (includes investigation and skills assessment including a reflection).

Note: Students who undertake 1CVA10B must not repeat aspects of the course covered in 1CVA10A. Students should select a different skills and investigation focus.

Subject Length

1 semester for A
1 semester for B

Creative Arts - Painting

In Creative Arts - Painting, students specialise in portrait painting. In their skills record and reflection students learn different painting techniques that can be used in their portraits.

Content

Students complete tasks in the following areas of study:

• Creative Arts Process
• Development and Production
• Core Concepts in Arts Disciplines
• Creative Arts in Practice

Assessment

• Assessment Type 1: Product - 50%
  (includes final arts work and support materials).
• Assessment Type 2: Folio - 50%
  (includes investigation and skills assessment including a reflection).

Subject Length

1 semester
Visual Arts - Art

There are two subjects available in Stage 1 Visual Arts - Art:

- *Visual Arts - Art A* is offered in Semester 1.
- *Visual Arts - Art B* is offered in Semester 2.

Visual Art students will express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. All three areas of this subject are negotiated between the teacher and student to develop an individual program suited to the student’s skills, interests and knowledge.

Content

The capabilities for this subject are communication and personal development. This program will cover the following three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio - 40%
- Assessment Type 2: Practical - 30%
- Assessment Type 3: Visual Study - 30%

Note: Students who undertake 1VAA10B must not repeat aspects of the course covered in 1VAA10A. Students must select different media to explore and undertake a different visual study focus.

Subject Length

- 1 semester for A
- 1 semester for B
Visual Arts – Design

The broad area of design includes graphic, communication, environmental and product design. It emphasises defining the problem, the generation of solutions and/or concepts and the skills to communicate resolutions. All three areas of this subject are negotiated between the teacher and student to develop an individual program suited to the student’s design skills, interests and knowledge.

Content

The capabilities for this subject are communication and personal development. This program will cover the following three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio - 40%
- Assessment Type 2: Practical - 30%
- Assessment Type 3: Visual Study - 30%

Subject Length

1 semester

Visual Arts – Drawing

Drawing as a program of study is designed to develop the student’s drawing skills. Students are encouraged to develop skills in various drawing media such as pencil, conte crayon, chalk and charcoal. Students are initially guided through techniques such as rendering and tonal gradation with examples and explanations. Students then create their own drawings using the skills they have developed over the subject. Students completing this program have a pathway to Stage 2 Art.

Content

This program has a focus on drawing and covers the following three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio - 40%
- Assessment Type 2: Practical - 20%
- Assessment Type 3: Visual Study - 40%

Subject Length

1 semester
Visual Arts - Jewellery

Jewellery as a program of study is designed to develop jewellery making skills. Students are encouraged to develop those skills necessary to realise and express their ideas in an appropriate medium. Overall this program is designed to assist students to develop the ability to think creatively, to be resourceful and to confidently express their individuality through their own jewellery creations. Students completing this program have a pathway to Stage 2 Art.

Content

This program has a focus on jewellery and covers the following three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio - 40%
- Assessment Type 2: Practical - 30%
- Assessment Type 3: Visual Study - 30%

Visual Arts - Photography

Photography as a program of art study is designed to develop skills in taking photographs. Areas covered will be getting to know your camera, elements of composition, capturing the image and qualities of a good photo. Students will learn about these, documenting ideas in a folio and then develop a resolved series of 4 - 6 (20 x 25) prints, with accompanying artist’s statement.

Content

Students complete tasks in the following areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio - 50%
- Assessment Type 2: Practical - 20%
- Assessment Type 3: Visual Study - 30%

Note: Students will need access to a digital camera and a computer to edit their own photos. Adobe PhotoShop software will be provided for the duration of the subject.
Stage 2

Creative Arts

This subject can be studied as a 10 credit or a 20 credit subject.

In Creative Arts, students have the opportunity to specialise in an area of interest within the visual arts. Students participate in the development and presentation of finished or realised creative arts products, which are negotiated between the NTSDE teacher and student, or community.

Content

All areas of this subject are negotiated between the teacher and student to develop an individual program suited to the student’s skills and interests. For a 10 credit subject, students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

Assessment

For a 10 credit subject, students provide evidence of their learning through three assessments. Students develop and present one creative arts Product, undertake one Investigation and one Practical Skills assessment.

For a 20 credit subject, students provide evidence of their learning through five assessments. Students develop and present two creative arts Products, undertake two Investigations and one Practical Skills assessment.

School Assessment (70%)

- Assessment Type 1: Product - 50%
- Assessment Type 2: Investigation - 20%

External Assessment (30%)

- Assessment Type 3: Practical Skills - 30%

Offered

Note: The 10 credit subject is offered in:
- Semester 1: complete Term 1 - Term 2
- Semester 2: complete Term 2 - Term 3

The 20 credit subject is offered in:
- Semester 1: complete Term 1 - Term 3

Subject Length
1 semester for 10 credits
1 year for 20 credits
Visual Arts – Art

This subject can be studied as a 10 credit subject or a 20 credit subject.

This subject is designed to build on, and develop students’ creative skills and visual thinking. Through the production of resolved Practical work, experiments and research, students develop and acquire new creative skill sets and understandings of media techniques, styles and processes. The Visual Study component develops students’ research skills, critical analysis and visual literacy of art practitioners’ practices and products.

Content

All three areas of this subject are negotiated between the teacher and student to develop an individual program suited to the student’s skills, interests and knowledge.

Assessment

For a 10 credit subject students produce one Folio that documents their visual learning, in support of their major Practical artwork.

For a 20 credit subject students produce one folio that documents their visual learning, to support each of their two major Practical artworks.

School Assessment (70%)
- Assessment Type 1: Folio - 40%
- Assessment Type 2: Practical - 30%

External Assessment (30%)
- Assessment Type 3: Visual Study - 30%

Offered

Note: The 10 credit subject is offered in:
- Semester 1: complete Term 1 - Term 2
- Semester 2: complete Term 2 - Term 3

The 20 credit subject is offered in:
- Semester 1: complete Term 1 - Term 3

Subject Length
- 1 semester for 10 credits
- 1 year for 20 credits

NTSDE Code:
- 10 credits: 2VAA10
- 20 credits: 2VAA20

SACE Code:
- 10 credits: 2VAA10
- 20 credits: 2VAA20

Subject Offered:
See the note in the descriptor for information.

Recommendation:
It is recommended but not essential that students have completed Stage 1 Visual Arts or another art subject.
Business Enterprise and Technology Learning Area
Accounting • Business • ICT • Workplace Practices
Business Enterprise and Technology Pathways

Year 10

Stage 1

- 1ACO10A Accounting A
- 1BUE10A Business and Enterprise
- 1IPR10C Digital Presentations
- DT10 Introduction to Design and Technology

Stage 2

- 2ACG20 Accounting
- 2BUE20 Business and Enterprise
- Please refer to the Open Access College website (www.openaccess.edu.au) for Stage 2 ICT options.
- 1WPS10A Workplace Practices
- 2WPA10 Workplace Practices
- 2WPC20 Workplace Practices
Introduction to Design and Technology

Design and technology is something we encounter every day in signs, books, advertisements, posters, packaging, brochures, cards, multimedia presentations, the internet, magazines, TV and film and other forms of media.

This subject investigates social media advertising. Students study this popular culture to develop colourful, exciting and fun designs.

Content

In this subject students actively:

- Investigate the wonderful world of 2D vector design
- Develop design briefs from concept to production
- Produce a brand, logo and an internet advertising campaign
- Investigate a popular media and its impact on society.

Assessment

Assessment at Year 10 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Technologies and Society - 20%
- Assessment Type 2: Generating and Designing - 30%
- Assessment Type 3: Major Project - 30%
- Assessment Type 4: Evaluate - 30%

Note: This subject is delivered online and access to broadband is required.

Subject Length
1 semester
Accounting A

Accounting involves the management of financial aspects of business. Students learn the practical skills needed to manage their own finances and develop an understanding of the ethical considerations that affect financial decision-making in society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision-making. Students learn interpretation of financial information and how to convey this to the various users.

Content
- Understanding accounting
- Financial reporting
- Stakeholder information and decision making
- Innovation in accounting.

Assessment
- Assessment Type 1: Accounting Skills - 3 tasks - 75%
- Assessment Type 2: Accounting Inquiry - 1 task - 25%

Subject Length
1 semester
Business and Enterprise

This subject focuses on learning about the successful management of business and enterprise issues in personal, business and social contexts. Students gain an understanding of business operations and practice, develop an awareness of business, financial and technological skills and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise and make informed decisions. Students evaluate the impact of business, enterprises and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

Content
The three topics studied in this subject are:
- Introduction to Business and Enterprise
- Marketing
- Financial Planning and Management.

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Assessment Type 1: Folio - 2 tasks - 50%.
- Assessment Type 2: Practical - 1 task - 25%
- Assessment Type 3: Issues Study - 1 task - 25%

Subject Length
1 semester

Digital Presentations

This subject is intended to improve student’s skills in designing and producing computer generated presentations using the principles of screen-based graphic design. The knowledge and skills gained can be applied to other subject areas and will support students who intend further study in the Creative Industries.

Content
Students will create a range of presentations from simple animations and slide shows to interactive presentations and displays using PowerPoint. This subject will enable students to apply practical skills in information processing and publishing. Students will study the principles of graphic design using illustration, images, hyper-linking, typesetting and embedded visual elements including video in the production of screen based productions. Students will explore social media and its environments and application. They will critically analyse social media to develop an understanding of care, consideration, possibilities, limitations and impact on individuals, groups and communities.

Assessment
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Assessment Type 1: Practical Skills - 50%
- Assessment Type 2: Product and Documentation - 30%
- Assessment Type 3: Issues Analysis - 20%

Subject Length
1 semester
Workplace Practices

Workplace Practices considers the nature of work in and around a student’s local community and includes paid and unpaid activity.

Students will develop personal and work-related skills that can be used and applied to different work place contexts. They will experience work issues and different work environments, particularly by participating in VET and workplace learning.

Content

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

At Stage 1, students will undertake Industry and Work Knowledge and one of the following options:

- Vocational Learning - work related context
- VET
- Vocational Learning and VET.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning against the Performance Standards through the following assessment types:

- Assessment Type 1: Folio - 2 tasks - 40%
- Assessment Type 2: Performance - 1 task - 40%
- Assessment Type 3: Reflection - 1 task - 20%

Note: This subject is suitable for both remote community school students and mainstream students studying independently. Work experience components are organised in negotiation with the home supervisor or main school.

Subject Length

1 semester
Stage 2

Accounting

Accounting involves the management of financial aspects of business. Students learn the practical skills needed to manage their own finances and develop an understanding of the ethical considerations that affect financial decision-making in society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision-making. Students learn interpretation of financial information and how to convey this to the various users.

Content

Students are required to study the following three sections:

- The Environment of Accounting
- Financial Accounting
- Management Accounting.

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks - 50%
- Assessment Type 2: Report - 20%

External Assessment (30%)

- Assessment Type 3: Examination - 30%

Subject Length

1 year
Business and Enterprise

This subject provides skills and information on business practices that are essential for life and work in Australian and global contexts. It values and builds on students’ knowledge and experience. Students have the opportunity to investigate, analyse and respond to current business issues and trends. Students will benefit from skills development in enterprise, technology, employment, communication and interaction with business and the community.

Content

Business and Enterprise consists of the one core topic and two option topics:

Core Topic
- The Business Environment.

Option Topics
- People, Business and Work
- Business and Finance.

Assessment

School Assessment (70%)
- Assessment Type 1: Folio - 4 tasks - 30%
- Assessment Type 2: Practical - 1 task - 20%
- Assessment Type 3: Issues Study - 1 task - 20%

External Assessment (30%)
- Assessment Type 4: Report - 1 task - 30%

Subject Length

1 year

ICT

For options in Stage 2 ICT, please refer to the OAC website for further information:
- https://www.openaccess.edu.au/curriculum/sace/stage-2-subjects
Workplace Practices

This is an externally moderated subject, with a particular emphasis on developing a student’s readiness for work. It may be completed as a 10 credit or 20 credit subject.

In Workplace Practices, students analyse the relationships between work-related issues and practices in workplaces, investigate the dynamic nature of these and apply generic work skills in a workplace or work-related context.

Students must engage in a minimum of 50 hours of work or VET.

Content

Workplace Practices has the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and / or
- Vocational Education and Training.

Assessment

School Assessment (70%)

- Assessment Type 1: Folio - 25%
  - 2WPA10: 1 task
  - 2WPC20: 3 tasks
- Assessment Type 2: Performance - 25%
  - 2WPA10: 1 task
  - 2WPC20: 1 task
- Assessment Type 3: Reflection - 20%
  - 2WPA10: 1 task
  - 2WPC20: 1 task

External Assessment (30%)

- Assessment Type 4: Investigation - 30%
  - 2WPA10: 1 task
  - 2WPC20: 1 task

Note: It is essential for students to have access to opportunities to undertake work, either paid or unpaid, or through Vocational Education and Training (VET) for a minimum of 50 hours.

Offered

Note: The 10 credit subject (2WPA10) is offered in:

- Semester 1: complete Term 1 - Term 2
- Semester 2: complete Term 2 - Term 3

The 20 credit subject (2WPC20) is offered in:

- Semester 1: complete Term 1 - Term 3

Subject Length

- 1 semester for 10 credits
- 1 year for 20 credits
Cross-Disciplinary Learning Area

PLP • Integrated Learning • Community Studies
Stage 1

Personal Learning Plan

There are two subjects available in Stage 1 Personal Learning Plan. Each is a semester length 10 credit subject.

- Personal Learning Plan
- Personal Learning Plan - Community.

The Personal Learning Plan (PLP) is a compulsory 10 credit subject at Stage 1. The PLP requires students to:

- Plan their personal and learning goals for the future
- Make informed decisions about their personal development, education and training.

Content

The content in the Stage 1 Personal Learning Plan comprises:

- Personal and Learning Goals
- Understanding Capabilities
- Interacting with Others
- Review.

Assessment

Assessment at Stage 1 for the Personal Learning Plan is school-based and results are confirmed through an external moderation process. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills and understandings they have developed to meet the learning requirements of the PLP.

Teachers use performance standards to decide how well each student has demonstrated their learning, based on evidence provided through the following assessment types:

- Assessment Type 1: Folio - 75%
- Assessment Type 2: Review - 25%
Community Studies

*Community Studies* offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

**Content**

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

- **Assessment Type 1: Contract of Work**
  - Development of Contract
  - Folio
  - Community Activity.

- **Assessment Type 2: Reflection.**

**Note:** This subject is not usually offered to dual enrolled students.

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**Subject Length**

<table>
<thead>
<tr>
<th>10 credit</th>
<th>1 year for 20 credits</th>
</tr>
</thead>
</table>

**NTSDE Code:**

10 credits: 1COM10  
20 credits: 1COM20

**SACE Code:**

10 credits: 1COM10  
20 credits: 1COM20

**Subject Offered:**

Only available by negotiation with the NTSDE Student Services Team.
Cross Disciplinary Stage 1

10 credit or 20 credit subject

NTSDE Code:
10 credits: 1ILN10
20 credits: 1ILN20

SACE Code:
10 credits: 1ILN10
20 credits: 1ILN20

Subject Offered:
Only available by negotiation with the NTSDE Student Services Team.

Integrated Learning

*Integrated Learning* requires students to apply their knowledge and skills to a real-world task, event or learning opportunity. *Integrated Learning* is undertaken by a group of students, or a student involved in a community group. It facilitates collaboration and team work. The focus capabilities for this subject literacy, numeracy, information and communication technology (ICT), personal and social, critical and creative thinking, ethical understanding and inter-cultural understanding.

Content

*Integrated Learning* can be organised in different ways according to the needs and interests of the students. The teacher will develop a program with scope for the students to negotiate the content and assessment of the subject.

An integrated learning program is a focused study that leads to a product or outcome.

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture.

Subject Length

- 1 semester for 10 credits
- 1 year for 20 credits
Community Learning

This subject allows students to gain credit towards their NTCET for learning undertaken in the community. This may be done through formal, structured and accredited recognition of learning within recognised community organisations or may be the result of informal participation in self-directed community learning.

Content

Recognised Community Learning Courses are those courses conducted and assessed by community based organisations which have already been identified as meeting the rigour of learning equivalent to a 10 credit subject. Examples of these would be St John Ambulance Certificates or Duke of Edinburgh’s Award Scheme. A list of community based courses that are likely to be recognised towards a student’s senior school certificate may be found below.

Self-directed Community Learning credits may be obtained by receiving recognition for learning gained through informal community activities developed by, or for, the individual student. Examples of these may be coaching a sporting team or being a primary carer of a family member. A student’s learning is assessed through a formal interview with the assessor and the student reflecting on the learning which has occurred.

Course Provider

Australian Air Force Cadets  Australian Army Cadets
Australian Music Examinations Board  Cecchetti Ballet Australia Inc
Guides Australia  Duke of Edinburgh’s Award
St. John Ambulance Australia Cadets  Scouts Australia

Assessment

Recognised Community Learning Credits

Step 1: The student meets with the NTSDE’s Student Services Team to check that their community developed program is on the NT Board of Studies recognition list.
Step 2: The student completes an application form and provides the original of their community certificate or award.
Step 3: The school sends the completed form with a copy of the original community certificate or award to the Certification Board for approval.
Step 4: The Certification Board approves the credits for the individual student.

Self-directed Community Learning Credits

Step 1: The student meets with the NTSDE’s Student Services Team to discuss an application for recognition of learning that is the result of self-directed community learning.
Step 2: The student collects the relevant documentation to support their application.
Step 3: The student presents the evidence of his or her learning at an interview with a school-based or board-based assessor.
Step 4: The assessor considers the student’s presentation against a set of specified criteria.
Step 5: The assessor reports the outcomes of the application to the student and the NTSDE Student Services Team.

At Stage 2, this subject does not count towards an ATAR score.
Community Studies
Community Studies gives students the opportunity to develop an individual program of learning around his or her interests, knowledge and skills, in one of the six areas of study.

Content
Students prepare a contract of work to develop a community activity in one of the following six areas of study:

<table>
<thead>
<tr>
<th>10 Credits Code</th>
<th>20 Credits Code</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2AAY10</td>
<td>2AAY20</td>
<td>Arts and the Community</td>
</tr>
<tr>
<td>2CAY10</td>
<td>2CAY20</td>
<td>Communication and the Community</td>
</tr>
<tr>
<td>2FAY10</td>
<td>2FAY20</td>
<td>Foods and the Community</td>
</tr>
<tr>
<td>2HAY10</td>
<td>2HAY20</td>
<td>Health, Recreation, and the Community</td>
</tr>
<tr>
<td>2NAY10</td>
<td>2NAY20</td>
<td>Science, Technology and the Community</td>
</tr>
<tr>
<td>2WAY10</td>
<td>2WAY20</td>
<td>Work and the Community</td>
</tr>
</tbody>
</table>

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
- Assessment Type 1: Contract of Work
  - Development of Contract
  - Folio
  - Presentation.

External Assessment (30%)
- Assessment Type 2: Reflection
  - Summary of the Community Activity
  - Reflection on the completion of the Contract of Work and the Community Activity.

Note: Community Studies is not usually offered to dual enrolled students.

This subject does not count towards an ATAR score.

Subject Length
- 1 semester for 10 credits
- 1 year for 20 credits
Integrated Learning

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event or learning opportunity. Integrated Learning is undertaken as a class or group and may involve a community-based project. It facilitates collaboration and teamwork and develops students communication and independent lifelong learning skills.

At Stage 2, students can complete up to 40 credits of Integrated Learning by undertaking one, or a combination of two of the following subjects:

- 2ILA10 - Integrated Learning A - 10 credits
- 2ILA20 - Integrated Learning A - 20 credits
- 2ILB10 - Integrated Learning B - 10 credits
- 2ILB20 - Integrated Learning B - 20 credits

Content

Integrated Learning can be organised in different ways according to the needs and interests of the students. The teacher will develop a program with scope for the students to negotiate the content and assessment of the subject. An integrated learning program is a focused study that leads to a product or outcome.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)
- Assessment Type 1: Practical Inquiry - 40%
- Assessment Type 2: Connections - 30%

External Assessment (30%)
- Assessment Type 3: Personal Endeavour - 30%

Note: No more than 20 credits of Integrated Learning subjects can count towards an ATAR score.
English Learning Area

Students who complete any Stage 1 subject in the English Learning Area with a C grade or better will earn 10 credits towards the literacy requirement of the NTCET.
Students new to NTSDE must complete a placement activity. Subject selection can be negotiated with the English Learning Area.
Year 10

English A1

The aim of this subject is to develop students' skills in the subject English. Students will explore a range of written, oral and visual texts such as the novel, short stories, poetry, drama, film and other media. Students will also create a range of texts for different purposes in a variety of genres.

This English subject has an academic orientation which builds skills in the critical analysis of literature and everyday texts.

Content

- **Responding to Texts**: reading and responding to novels and poetry
- **Creating Texts**: creative and everyday texts
- **Extended Study**: persuasive language study.

Assessment

There are three assessment types covering four assessment tasks:

- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 1 task - 25%
- Assessment Type 3: Extended Study - 1 task - 25%

Subject Length

1 semester

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English A2

The aim of this subject is to develop students' skills in the subject English. Students will explore a range of written, oral and visual texts such as the novel, short stories, poetry, drama, film and other media. Students will also create a range of texts for different purposes in a variety of genres.

This English subject has an academic orientation which builds skills in the critical analysis of literature and everyday texts.

Content

- **Responding to Texts**: reading and responding to film and other media, novels
- **Creating Texts**: creative and everyday texts
- **Extended Study**: linking texts study.

Assessment

There are three assessment types covering four assessment tasks:

- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 1 task - 25%
- Assessment Type 3: Extended Study - 1 task - 25%

Subject Length

1 semester
English B1

The aim of this subject is to develop students’ skills and literacy in the subject English. Working with the support of scaffolded subject materials, students will explore a range of written, oral and visual texts such as the novel, short stories, poetry, drama, film and other media. Students will also create a range of texts for different purposes in a variety of genres.

Content

- **Responding to Texts**: novels, poetry
- **Creating Texts**: creative and everyday texts
- **Extended Study**: persuasive language study.

Assessment

There are three assessment types covering four assessment tasks:

- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 1 task - 25%
- Assessment Type 3: Extended Study - 1 task - 25%

Subject Length

1 semester

English B2

The aim of this subject is to develop students’ skills and literacy in the subject English. Working with the support of scaffolded subject materials, students will explore a range of written, oral and visual texts such as the novel, short stories, poetry, drama, film and other media. Students will also create a range of texts for different purposes in a variety of genres.

Content

- **Responding to Texts**: film
- **Creating Texts**: creative texts and drama
- **Extended Study**: linking texts study.

Assessment

There are three assessment types covering four assessment tasks:

- Assessment Type 1: Responding to Texts - 1 task - 25%
- Assessment Type 2: Creating Texts - 2 tasks - 50%
- Assessment Type 3: Extended Study - 1 task - 25%

Subject Length

1 semester
**Bridging English 1**

This subject caters for students who are unable to study *English A* and *English B* because their written, oral and literacy skills require further development.

This subject is designed to be delivered by the on-site classroom teacher, supported by the NTSDE subject teacher.

Enrolment is on teacher advice based on completion of the English Placement Activity by the student. **Students will require support from a supervisor or tutor.** This subject may lead to Stage 1 *Essential English A* and *B*.

**Content**

- **Responding to Texts**: students will read, view, listen and respond to a variety of texts in the written and oral mode.
- **Creating Texts**: students will produce a variety of text types in the written and oral mode.

**Assessment**

There are two assessment types covering four summative tasks:

- Assessment Type 1: Responding to Texts - 1 oral task - 25%
- Assessment Type 2: Creating Texts - 3 written tasks - 75%

**Subject Length**

1 semester

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**Bridging English 2**

This subject caters for students who are unable to study *English A* and *English B* because their written, oral and literacy skills require further development.

This subject is designed to be delivered by the on-site classroom teacher, supported by the NTSDE subject teacher.

Enrolment is on teacher advice based on completion of the English Placement Activity by the student. **Students will require support from a supervisor or tutor.** This subject may lead to Stage 1 *Essential English A* and *B*.

**Content**

- **Responding to Texts**: students will read, view, listen and respond to a variety of texts in the written and oral mode.
- **Creating Texts**: students will produce a variety of text types in the written mode.

**Assessment**

There are two assessment types covering four summative tasks:

- Assessment Type 1: Responding to Texts - 1 written task - 25%
  1 oral task - 25%
- Assessment Type 2: Creating Texts - 2 written tasks - 50%

**Subject Length**

1 semester
English as an Additional Language or Dialect 1

This subject caters for students for whom English is an additional language or dialect. Enrolment is on teacher advice based on completion of the English as a Second Language Placement Activity by the student. Students will require support from a supervisor or tutor. This subject may lead to Stage 1 Essential English as an Additional Language.

This subject will enable students to develop and consolidate English written and oral language skills through a sequential course progression of units at Year 10. This subject is designed to be delivered by the on-site classroom teacher, supported by the NTSDE subject teacher.

Content

- **Responding to Texts:** students will read, view, listen and respond to a variety of texts in the written and oral mode.
- **Creating Texts:** students will produce a variety of texts types in the written and oral mode.

Assessment

There are two assessment types covering four summative tasks:

- Assessment Type 1: Responding to Texts - 1 written task - 25%
  1 oral task - 25%
- Assessment Type 2: Creating Texts - 1 written task - 25%
  1 oral task - 25%

English as an Additional Language or Dialect 2

This subject caters for students for whom English is an additional language or dialect. Enrolment is on teacher advice based on completion of the English as a Second Language Placement Activity by the student. Students will require support from a supervisor or tutor. This subject may lead to Stage 1 Essential English as an Additional Language.

This subject will enable students to develop and consolidate English written and oral language skills through a sequential course progression of units at Year 10. This subject is designed to be delivered by the on-site classroom teacher, supported by the NTSDE subject teacher.

Content

- **Responding to Texts:** students will read, view, listen and respond to a variety of texts in the written and oral mode.
- **Creating Texts:** students will produce a variety of texts types in the written and oral mode.

Assessment

There are two assessment types covering four summative tasks:

- Assessment Type 1: Responding to Texts - 1 written task - 25%
  1 oral task - 25%
- Assessment Type 2: Creating Texts - 1 written task - 25%
  1 oral task - 25%
Stage 1

English A1

_English A1_ caters for students who have well developed oral and written communication skills. Students will apply an analytical approach to the reading and viewing of a range of texts while developing an aesthetic and critical engagement with texts and the world around them.

This subject prepares students for _Stage 2 English_.

**Content**
- **Responding to Texts**: drama and novel study.
- **Creating Texts**: creative writing.
- **Intertextual Study**: create a text based on published text/s accompanied by a writer’s statement.

**Assessment**
- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 1 task - 20%
- Assessment Type 3: Intertextual Study - 1 task - 30%

**Subject Length**
1 semester

English A2

_English A2_ caters for students who have well developed oral and written communication skills. Students will apply an analytical approach to the reading and viewing of a range of texts while developing an aesthetic and critical engagement with texts and the world around them.

This subject prepares students for _Stage 2 English_.

**Content**
- **Responding to Texts**: poetry and visual text study.
- **Creating Texts**: creative writing.
- **Intertextual Study**: linking texts study.

**Assessment**
- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 1 task - 20%
- Assessment Type 3: Intertextual Study - 1 task - 30%

**Subject Length**
1 semester
Essential English 1
This subject is designed for a range of students, including students who are:
- seeking to meet the SACE literacy requirement
- planning to pursue a career in a range of trades or vocational pathways
- intending to continue their study of English at Stage 2.

There is an emphasis on communication, comprehension, analysis and text creation. This subject leads to Stage 2 Essential English and other Stage 2 English subjects.

Content
- **Responding to Texts**: response to a short story and a short film.
- **Creating Texts**: personal writing and tall tales (yarns).

Assessment
- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 2 tasks - 50%

**Subject Length**
1 semester

Essential English 2
This subject is designed for a range of students, including students who are:
- seeking to meet the SACE literacy requirement
- planning to pursue a career in a range of trades or vocational pathways
- intending to continue their study of English at Stage 2.

There is an emphasis on communication, comprehension, analysis and text creation. This subject leads to Stage 2 Essential English and other Stage 2 English subjects.

Content
- **Responding to Texts**: print advertisements and drama or film.
- **Creating Texts**: letters of complaint (formal and informal) and report on language use.

Assessment
- Assessment Type 1: Responding to Texts - 2 tasks - 50%
- Assessment Type 2: Creating Texts - 2 tasks - 50%

**Subject Length**
1 semester
**Essential English as an Additional Language 1**

This subject caters for students for whom English is an additional language or dialect. Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning.

This subject is designed to be delivered by the on-site classroom teacher, supported by the NTSDE subject teacher.

**Content**

Stage 1 Essential EAL focuses on the development of students skills in communication, comprehension, language and text analysis, through:

- **Responding to Texts**: posters and short story.
- **Creating Texts**: film and interview.

**Assessment**

- Assessment Type 1: Responding to Texts - 1 written task - 25%
  1 oral task - 25%
- Assessment Type 2: Creating Texts - 1 written task - 25%
  1 oral task - 25%

**Subject Length**

1 semester

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**Essential English as an Additional Language 2**

This subject caters for students for whom English is an additional language or dialect. Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning.

This subject is designed to be delivered by the on-site classroom teacher, supported by the NTSDE subject teacher.

**Content**

This subject focuses on the development of students skills in communication, comprehension, language and text analysis, through:

- **Responding to Texts**: film and websites.
- **Creating Texts**: magazine article and persuasive speech.

**Assessment**

- Assessment Type 1: Responding to Texts - 1 written task - 25%
  1 oral task - 25%
- Assessment Type 2: Creating Texts - 1 written task - 25%
  1 oral task - 25%

**Subject Length**

1 semester
English
Stage 2

20 credit subject

NTSDE Code: 2ESH20

SACE Code: 2ESH20

Subject Offered: Semester 1

Recommendation: It is recommended that students have completed two semesters of Stage 1 English successfully.

English

In English students will focus on the study of the relationship of author, text and audience. Students will respond to different text types in a variety of ways and explore how they are shaped by particular conventions. Students will also create text types in the written, multi-modal and oral mode.

Content

Students undertake eight tasks within the following:

- **Responding to Texts**
  Students complete three responses to texts; two written tasks at 1000 words each and one oral presentation of a maximum of 6 minutes. The responses are based on the analysis of a novel, media texts, poetry and film.

- **Creating Texts**
  Students complete four created texts; three written tasks at 1000 words each and one oral presentation of a maximum of 6 minutes. Students will have the opportunity to create a variety of text types.

- **Comparative Analysis**
  In the Comparative Analysis students will independently complete one written task of 2000 words where they undertake a comparative analysis of two texts and evaluate how the themes, language and stylistic features in these texts are used to represent ideas and perspectives.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

**School Assessment (70%)**

- Assessment Type 1: Responding to Texts - 3 tasks - 30%
- Assessment Type 2: Creating Texts - 4 tasks - 40%

**External Assessment (30%)**

- Assessment Type 3: Comparative Analysis - 1 task - 30%

Subject Length
1 year

Click here to watch the 2ESH20 trailer video
Essential English

*Essential English* focuses on developing each student’s literacy. The teaching material is relevant to everyday contexts. Responding to Texts aims to develop each student’s critical response to texts and provide stimulus and modelling for Creating Texts tasks that are relevant to the student’s world.

**Content**

Students undertake eight tasks within the following:

- **Responding to Texts**
  Students study three text types: media, short stories and film. (Responses are written up to 800 words, oral and multi-modal)

- **Creating Texts**
  Students create three texts in response to the following: family or community history, descriptive writing, information about issues/groups of their own choosing, providing advice or guidance. (Responses are written up to 800 words, or equivalent oral or multi-modal).

- **Language Study**
  Students complete an independent language study of how language is used by people in a chosen context beyond the classroom. Language may be any combination of: spoken, non-verbal, visual and/or written. This is a project that is completed during Semester 1 and 2 with a final presentation in Term 3. Responses are written (maximum 1500 words) OR oral (maximum 8 minutes).

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

**School Assessment (70%)**

- Assessment Type 1: Responding to Texts - 3 tasks - 30%
- Assessment Type 2: Creating Texts - 3 tasks - 40%

**External Assessment (30%)**

- Assessment Type 3: Language Study - 1 task - 30%
Essential English as an Additional Language

Essential English as an Additional Language focuses on developing each student's literacy. It is designed for EAL learners to increase students' confidence and competence as users of English. The teaching material is relevant to everyday contexts. Responding to Texts aims to develop each student’s critical response to texts and provide stimulus and modelling for Creating Texts tasks that are relevant to the student’s world.

Content

Students undertake eight tasks within the following:

- **Responding to Texts**
  Students study three texts types: media, short stories and film. (Responses are written up to 800 words, oral and multi-modal)

- **Creating Texts**
  Students create three texts in response to the following: family or community history, descriptive writing, information about issues/groups of their own choosing, providing advice or guidance. (Responses are written up to 800 words, or equivalent oral or multi-modal).

- **Language Study**
  Students complete an independent language study of how language is used by people in a chosen context beyond the classroom. Language may be any combination of: spoken, non-verbal, visual and/or written. This is a project that is completed during Semester 1 and 2 with a final presentation in Term 3. Responses are written (maximum 1500 words) OR oral (maximum 8 minutes).

Assessment

Students demonstrate evidence of their learning through the following assessment types:

**School Assessment (70%)**
- Assessment Type 1: Responding to Texts - 3 tasks - 30%
- Assessment Type 2: Creating Texts - 3 tasks - 40%

**External Assessment (30%)**
- Assessment Type 3: Language Study - 1 task - 30%
Health and Physical Education Learning Area
Health and Physical Education Pathways

Year 10

Stage 1

1CSD10C  Child Studies - Community
1CSD10A  Child Studies
1FOH10  Food and Hospitality
1HEH10A  Health Education A
1PHD10A  Physical Education A
1HEH10B  Health Education B
1PHD10B  Physical Education B

Stage 2

2ILA20G  Integrated Learning - Child Studies
2HEH10  2HEH20  Health Education
2PHE20  Physical Education
2ILB20B  Integrated Learning - Sports Studies

HPE10A  Health and Physical Education A
HPE10B  Health and Physical Education B
HPE10C  Health and Physical Education - Community
Year 10

Health and Physical Education A

This subject provides rich opportunities for students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and well-being.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances.

Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. This course provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

This subject offers learning that is relevant, engaging, contemporary, physically active, and enjoyable!

Content

Focus areas to be addressed in this subject:
- Health benefits of physical activity
- Mental health and well-being
- Relationships and sexuality
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities.

Assessment

- Assessment Type 1: Group Activity - 1 task - 25%
- Assessment Type 2: Issues Response - 1 task - 25%
- Assessment Type 3: Practical - 2 tasks - 25%
- Assessment Type 4: Integrated Task - 1 task - 25%

Subject Length
1 semester
Health and Physical Education B

This subject is the second semester of Year 10 Health and Physical Education. It is assumed that students will have completed Year 10 Health and Physical Education A in semester one.

By completing this subject students will have addressed all focus areas and be well prepared for Stage 1 Health Education and Stage 1 Physical Education.

Content

Focus areas to be addressed in this course:

- Alcohol and other drugs
- Food and nutrition
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities.

Assessment

- Assessment Type 1: Group Activity - 1 task - 25%
- Assessment Type 2: Investigation - 1 task - 25%
- Assessment Type 3: Practical - 2 tasks - 25%
- Assessment Type 4: Integrated Task - 1 task - 25%

Subject Length

1 semester
Health and Physical Education - Community

This subject provides rich opportunities for students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and well-being.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances.

Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. This course provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

This subject offers learning that is relevant, engaging, contemporary, physically active and enjoyable!

Content

Focus areas to be addressed in this subject:

- Health benefits of physical activity
- Mental health and well-being
- Food and nutrition
- Safety
- Games and sports
- Alcohol and other drugs
- Rhythmic and expressive movement activities.

Assessment

- Assessment Type 1: Group Activity - 1 task - 25%
- Assessment Type 2: Issues Response - 1 task - 25%
- Assessment Type 3: Practical - 2 tasks - 25%
- Assessment Type 4: Integrated Task - 1 task - 25%

Subject Length

1 semester
Health Education A

This subject focuses on health and lifestyle choices and issues including sexuality and relationships. Students will recognise the various factors that shape behaviour in relation to healthy living and caring for themselves. Students will be expected to consider, investigate, analyse and make informed decisions about their health and lifestyle. Students consider the physical, spiritual, emotional, social and mental dimensions of well-being. They individually develop a personal campaign to improve an aspect of their own health.

Content

Students will explore one core concept and two option study topics:

- Core Concept - Ways of defining health.
- Option Study - Health and relationships
- Option Study - Health and participation in an active lifestyle.

Assessment

- Assessment Type 1: Issues Response - 2 tasks - 40%
- Assessment Type 2: Group Activity - 1 task - 30%
- Assessment Type 3: Investigation - 1 task - 30%

Health Education B

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living. Students develop their understandings of health and consider how changing social structures, community values, environmental issues and new technologies affect the health and well-being of individuals and communities. They explore issues related to mental health and the provision of support services locally and nationally.

Content

Students will explore one core concept and three option study topics:

- Core Concept - Ways of defining health.
- Option Study - The effects of alcohol, tobacco, and other drugs on health
- Option Study - Mental and emotional health.

Assessment

- Assessment Type 1: Issues Response - 2 tasks - 40%
- Assessment Type 2: Group Activity - 1 task - 30%
- Assessment Type 3: Investigation - 1 task - 30%
**Food and Hospitality**

This subject is designed to develop students knowledge and skills in food and hospitality. Students will learn hygienic and safe practices for the preparation, handling and storage of food. They will work independently and collaboratively. Students will research and create healthy meals for themselves and others. Students will investigate an issue of concern related to food and hospitality that may be local, national or global.

**Content**

There are five areas of study around which the course has been created. Aspects from the five areas of study have been included:

- Area of Study 1: Food, the Individual and the Family
- Area of Study 2: Local and Global Issues in Food and Hospitality
- Area of Study 3: Trends in Food and Culture
- Area of Study 4: Food and Safety
- Area of Study 5: Food and Hospitality Industry.

**Assessment**

- Assessment Type 1: Practical - 2 tasks - 40%
- Assessment Type 2: Group Activity - 1 task - 30%
- Assessment Type 3: Investigation - 1 task - 30%

**Subject Length**

1 semester

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**Child Studies**

There are two subjects available in Child Studies:

- *Child Studies* which is an online course.
- *Child Studies - Community* which is an EAL/D subject available in print workbook format for community schools.

**Content**

This subject involves a study of how children 0 - 8 years old grow and develop.

Students learn about different types of play which encourage child development and the impact of digital technology. They also learn about the importance of good nutrition for optimal growth for children. They apply their understanding through a number of practical activities which enable them to demonstrate their skills in both group and individual situations. They also investigate a local child safety issue in their community.

**Assessment**

- Assessment Type 1: Practical Activity - 2 tasks - 50%
- Assessment Type 2: Group Activity - 1 task - 30%
- Assessment Type 3: Investigation - 1 task - 20%

**Subject Length**

1 semester
Physical Education

There are three subjects available in Physical Education:

- **Physical Education A** which is offered in Semester 1 and is an online course.
- **Physical Education B** which is offered in Semester 2 and is an online course.
- **Physical Education - Community** which is offered in both semesters and is an EAL/D subject available in print workbook format for community schools.

In this subject students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. This subject takes an integrated approach to learning in Physical Education that promotes deep learning ‘in, through and about’ physical activity.

**Content**

**Focus Area 1: In Movement** - Students explore physical activity by extending and applying their knowledge of movement concepts and strategies and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve performance and/or participation in physical activity.

**Focus Area 2: Through Movement** - Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities. They reflect on the success of these strategies in building confidence and motivation, as well as the improvement in the learning environment for themselves and others.

**Focus Area 3: About Movement** - Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable individuals to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

**Assessment**

- Assessment Type 1: Performance Improvement - 3 tasks - 60%
- Assessment Type 2: Physical Activity Investigation - 1 task - 40%
Health and PE
Stage 2

10 or 20 credit subject

NTSDE Code:
10 credit: 2HEH10
20 credit: 2HEH20

SACE Code:
10 credit: 2HEH10
20 credit: 2HEH20

Subject Offered:
See the note in the descriptor for information.

Recommendation:
It is recommended that students have completed Year 10 or Stage 1 Health Education. It is also recommended, but not essential that students complete a First Aid course ($120.00).

Health Education

This is an externally moderated subject in which students analyse current trends and key issues impacting on the health of Australians and the role of education and health promotion in enhancing health outcomes. It may be completed as a 10 credit or 20 credit subject. In Health, students gain an understanding of the underpinning principles of Health - respect for diversity, social justice, and supportive environments - and consider the physical, emotional, social, mental, and spiritual dimensions of health and well-being. Students recognise the important role of governments and other agencies in addressing health priorities and learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities, in the environments we share.

Content

Students study two core concepts:
- Health literacy
- Social and economic determinants of health.

Three option topics are studied through the assessment tasks:
- Health promotion in the community - investigating the effectiveness of health promotion strategies and campaigns
- Risks and challenges to health - analysing the causes of the obesity epidemic
- Vocational studies and applications in health - developing skills and competencies for First Aid

Assessment

School Assessment (70%)
- Assessment Type 1: Group Investigation and Presentation - 30%
  - 2HEH10 - 1 task
  - 2HEH20 - 1 task
- Assessment Type 2: Issues Analysis - 20%
  - 2HEH10 - 1 task
  - 2HEH20 - 2 tasks
- Assessment Type 3: Practical Activity - 20%
  - 2HEH10 - 1 task
  - 2HEH20 - 3 tasks

External Assessment (30%)
- Assessment Type 4: Investigation - 30%
  - 2HEH10 - 1 task
  - 2HEH20 - 1 task

Offered

Note: The 10 credit subject (2HEH10) is offered in:
- Semester 1: complete Term 1 - Term 2
- Semester 2: complete Term 2 - Term 3

The 20 credit subject (2HEH20) is offered in:
- Semester 1: complete Term 1 - Term 3

Subject Length
1 semester for 10 credits
1 year for 20 credits

Click here to watch the 2HEH20 trailer video
**Integrated Learning - Child Studies**

*Integrated Learning - Child Studies* has been designed for Aboriginal students in remote communities for whom English is not the first language. The subject is taught by a teacher in the community, supported by a teacher at NTSDE.

**Content**

The focus of this subject is on children and their development from 0 - 8 years. Students have the opportunity to develop their knowledge and understanding of young children through individual, collaborative and practical learning tasks.

Students need to identify young children in their own locality to whom they can deliver practical activities.

**Assessment**

All assessment tasks are scaffolded to enable students to reflect on and evaluate their learning and performance.

**School Assessment (70%)**

- Assessment Type 1: Practical Inquiry - 40%
- Assessment Type 2: Connections - 30%

**External Assessment (30%)**

- Assessment Type 3: Personal Endeavour - 30%

**Note:** No more than 20 credits of Integrated Learning subjects can count towards an ATAR score.

**Subject Length**

1 year
Physical Education

In Stage 2 Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Stage 2 Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation, and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

Content

Students study Stage 2 Physical Education as a year length subject. The subject consists of two key areas of study and related key concepts, the details of which are listed below:

Practical Skills and Applications
- Centrally developed practical 1
- Centrally developed practical 2
- Centrally developed practical 3 or negotiated practical.

Principles and Issues
- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis.

Assessment

Students provide evidence of learning through 8 assessments, including the external assessment component.

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Physical Education:

School Assessment (70%)
- Assessment Type 1 - Practical - 3 tasks - 50%
- Assessment Type 2 - Folio - 4 tasks - 20%

External Assessment (30%)
- Assessment Type 3 - Examination - 30%
Integrated Learning – Sports Studies
This subject is designed for students who love sport!

Through the Program Focus (Sports Studies) of this course studies will develop learning in real world contexts, and have opportunities to grow knowledge about themselves as learners, and through their capabilities.

Students will have opportunities to apply critical thinking skills, work collaboratively with others, and extend their self-awareness, personal identity, and values, through processes that build from peer and self-assessment.

Two SACE capabilities; the Numeracy Capability and the Personal and Social Capability, underpin this subject and are reflected in the assessment requirements and performance standards.

Content
Students will actively participate in a range of sports designed with a specific purpose that enables students to demonstrate practical application and development of their knowledge, concepts, and skills through enquiry. One Practical Inquiry will include a discussion in which students present evidence of their learning either in progress, or as they finalise a task or set of tasks.

Students will work collaboratively to plan and conduct a school fitness profile. They will identify their individual role and responsibility in the task, and communicate their contribution. They evaluate their learning as a result of their collaboration, and consider self assessment, feedback from others, and their development of a relevant capability.

The personal endeavour is an opportunity for students to explore an area of sport that is of interest to them. They explore and analyse relevant information, concepts, ideas, and skills, and communicate their ideas and opinions about them. Students in the same class must each have a different personal endeavour.

Assessment
School Assessment (70%)
• Assessment Type 1: Practical Inquiry - 3 tasks - 40%
• Assessment Type 2: Connections - 1 task - 30%

External assessment (30%)
• Assessment Type 3: Personal Endeavour - 1 task - 30%

Note: No more than 20 credits of Integrated Learning subjects can count towards an ATAR score.
Humanities and Social Sciences Learning Area

Economics • Geography • History • Legal Studies
Humanities and Social Sciences Pathways

Year 10

Stage 1

GEO10A Geography
1GHY10A Geography A
1LEG10A Legal Studies A
1MOD10A Modern History A
1RPP10A Research Practices

Stage 2

2EMS20 Economics
2GHY20 Geography
2LEG20 Legal Studies
2MOD20 Modern History
2RPB10 Research Project B
Year 10

History - The Modern World and Australia

This subject involves a study of the history of the modern world and Australia, from 1918 to the present, with an emphasis on Australia in its global context. Students learn about Australia’s social, cultural, economic and political development in the twentieth century. They consider Australia’s place globally and within the Asia-Pacific region during a time of political turmoil and global conflict, which transformed the modern world.

Content

Historical understanding is developed through key concepts which provide a focus for historical inquiries and learning about the past. A framework for developing historical knowledge, understanding and skills is provided by the key inquiry questions:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Students complete an overview of the period, and three depth studies in:

- World War II
- Rights and Freedoms
- Migration Experiences since 1945.

Assessment

- Assessment Type 1: Historical Skills - 3 tasks - 75%
- Assessment Type 2: Historical Study - 1 task - 25%

Assessment will be based on the Australian Year 10 History Achievement Standards relating to:

- Chronology, terms and concepts
- Historical knowledge
- Perspectives and interpretations
- Historical questions and research
- Analysis and use of sources
- Explanation and communication.
Humanities and Social Sciences
Year 10

History – A Changing World

This is a semester length subject focusing on the development of historical skills, knowledge and understanding. Students will develop their literacy and inquiry skills through a range of learning activities which will require them to read, view, analyse, interpret and evaluate historical sources. It is suitable for EAL/D students, or students who may not yet be achieving at a Year 10 literacy level.

Content

Major areas of study are:

- An overview of significant events in the world and their impact on Australia, from 1918 to the present.
- The struggle of Aboriginal Australians for equal rights and freedoms
- The impact of WWII in Australia, with an emphasis on the experiences of people in the NT.

Assessment

- Assessment Type 1: Historical Skills - 3 tasks - 75%
- Assessment Type 2: Historical Study - 1 task - 25%

Performance standards used to assess achievement in this subject are based on the Australian Curriculum Year 10 History Achievement Standards. These standards relate to:

- Chronology, terms and concepts
- Historical knowledge
- Perspectives and interpretations
- Historical questions and research
- Analysis and use of sources
- Explanation and communication.

Note: This subject is suitable for students who are studying at a remote community.

Subject Length
1 semester
Geography

Geography is the study of the places that make up the world around us. It uses an inquiry approach to investigate the interconnections between people, places and environments.

Content

Geographical understanding is developed through key concepts of place, space, environment, interconnection, sustainability, scale and change. A framework for developing geographical knowledge, understanding, inquiry and skills is provided by the key inquiry questions:

- How can the spatial variations between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Students will complete two major units of study:

1. **Environmental change and management**
   Students will look in depth at the natural coastal environments using local, national and global examples, to investigate the causes and consequences of human changes to these environments and to consider management strategies for sustainability.

2. **Geographies of human well-being**
   Students will compare their way of life to others both in Australia and from other parts of the world, with a major focus on Indonesia. They will also learn about programs that are aimed at improving the lives of people around the world.

Assessment

Students will complete four assessment tasks:

- Assessment Type 1: Geographical Skills and Applications - 3 tasks - 75%
- Assessment Type 2: Fieldwork - 1 task - 25%

Assessment tasks are based on the Australian Year 10 Achievement Standards relating to:

- Geographical Knowledge and Understanding
- Geographical Inquiry and skills

**Subject Length**

1 semester
Humanities and Social Sciences
Year 10

Geography – Exploring Your World
Geography is the study of the places that make up the world around us and the ways that people interact with those places.

Content
Geographical understanding are developed through key concepts of place, space, environment, interconnection, sustainability, scale and change. A framework for developing geographical knowledge, understanding, inquiry and skills is provided by key inquiry questions:

• What management options exist for sustaining human and natural systems into the future.
• How do world views influence decisions on how to manage environmental and social change?

Students will complete two major units of study:

1. Environmental change and management
   Students will look at their local environment. They will explore changes that are happening and their causes. They will investigate what is being done to manage these changes.

2. Geographies of human well-being
   Students will look at how changes to the environment impact on human well-being in Australia and another country.

Assessment
• Assessment Type 1: Geographical Skills and Application - 3 tasks - 75%
• Assessment Type 2: Fieldwork - 1 task - 25%

Subject Length
1 semester
Stage 1

Economics A

Studying economics enables students to understand the structure of economic systems, and the way in which they function to solve the economic problem of unlimited wants and relatively scarce resources.

Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and how they are shared out. Students become aware that all economic decisions have both costs and benefits and are not value free.

Stage 1 Economics provides students with skills to analyse and predict the workings of the economic system and to evaluate the impact of changes occurring at local, national, and global levels. The study of Economics helps students make better choices as consumers of goods and services, as contributors to the economy, and as well-informed citizens.

Content

The following topics are studied:

• The Economic Problem
• Economic Systems
• The Market Economy
• Government Involvement in the Market Economy.

Assessment

Assessment at Stage 1 is school-based. There are three assessment types:

• Assessment Type 1: Skills and Applications Tasks - 2 tasks - 50%
• Assessment Type 2: Folio - 1 task - 25%
• Assessment Type 3: Issues Study - 1 task - 25%

Subject Length

1 semester
Humanities and Social Sciences
Stage 1

10 credit subject

NTSDE Code: 1GHY10A
SACE Code: 1GHY10

Subject Offered: Both Semesters

Click here to watch the 1GHY10A trailer video

Geography A

In Geography students develop an understanding of the spatial interrelationships between people, places, and environments. Students will explore places, both local and global, using maps, field work, research methods and technology such as Google Earth. Students will investigate some significant environmental contemporary issues, and develop knowledge and skills that will enable them to contribute to the sustainable use of the Earth’s physical and human environments.

Content

This subject focuses on the theme of ‘hazards’. Students examine case studies to develop an understanding of the causes of hazards and consider vulnerability, risk management, and the impacts of hazards affecting communities and environments in different locations. Case studies will include:

Natural Hazards:
- Cyclones
- Volcanoes
- Earthquakes.

Biological and Human Induced Hazards
- Introduced species
- Diseases
- Nuclear.

Students will be required to do fieldwork on a local issue. This will require collecting and analysing data, and using critical thinking skills to produce a written geographic report.

Assessment

Students will complete four summative assessment tasks:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Fieldwork: Local Study - 1 task - 25%

Subject Length
1 semester
Legal Studies

There are two subjects available in Stage 1 Legal Studies. Each is a semester length 10 credit subject.

- Legal Studies A is offered in semester 1
- Legal Studies B is offered in semester 2.

Stage 1 Legal Studies aims to provide students with an understanding of the institutions which form the basis of the Australian legal system: parliaments, governments and the courts.

Students are required to evaluate legal principles and processes and suggest improvements to the system. Students also consider the impact of the Australian legal system on individuals and groups in our society. Each subject requires students to investigate and report on contemporary legal issues and case studies.

Content

Legal Studies A

The following topics are covered:

- Law in Society
- People, Structures and Processes
- Justice and Society.

Legal Studies B

The following topics are covered:

- Law-Making
- Relationships and the Law
- Victims and the Law.

Assessment

- Assessment Type 1: Folio - 3 tasks - 50%
- Assessment Type 2: Issues Study - 1 task - 25%
- Assessment Type 3: Presentation - 1 task - 25%

Subject Length

Subject Length

1 semester for A
1 semester for B

Recommendation:

These are academically challenging subjects. It is recommended that students have achieved sound results in Year 10 English or above.
Modern History

There are two subjects available in Stage 1 History. Each is a semester length 10 credit subject.

- Modern History A is offered in Semester 1
- Modern History B is offered in Semester 2

In the study of Modern History at Stage 1, students explore changes in the world since 1750. They examine developments and movements, the ideas that inspired them, their impact on societies, systems, and individuals, and their short- and long-term consequences. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Content

Modern History A

Students explore the dynamic processes of imperialism and decolonisation. They investigate European Imperialism in the late 19th and early 20th century, with a particular focus on the rapid colonisation of Africa, and the period known as the British Raj in India. This is followed by a study of the Independence Movement in India. Students apply inquiry learning skills to research and report on this topic.

Modern History B

Students study the Russian Revolution. They investigate the conditions which brought revolutionary ideas, leaders, and movements to the forefront and unleashed powerful forces for change in the world. They will also study the USA between the wars, focussing on the ideological underpinnings of American political, economic and social life during a period of rapid change, and the impact of this ideology on shaping modern America.

Assessment

Students will complete four summative assessment tasks each semester:

- Assessment Type 1: Historical Skills - 3 tasks - 70%
- Assessment Type 2: Historical Study - 1 task - 30%
Research Practices

Stage 1 Research Practices is designed to assist students to develop the investigative and inquiry skills necessary for successful research which is a key component in most Stage 1 and Stage 2 subjects.

Content

Students choose a topic that interests them from a range of Health and Humanities topics offered, and use their interest in this topic, to help direct their individual research. Students will have the flexibility to modify and refine their research question during the semester.

There are two integrated areas of study in this course:

- Exploring Research Approaches: Research Methods
  - Students develop some conceptual understandings to come common approaches to research and use appropriate methods to answer their research questions.

- Exploring Research Skills
  - Students learn about and develop specific research skills in the following phases of research:
    - Planning
    - Development
    - Synthesis.

Assessment

- Assessment Type 1: Folio - 2 tasks - 50%
- Assessment Type 2: Sources Analysis - 2 tasks - 50%

Subject Length

1 semester
Economics

The subject of Economics deals with how our economy functions. It explains how factors (both domestic and global) interrelate to create continual change in the demand for and supply of goods and services and how the government attempts to manage these changes to create an economic environment that maximises production and raises the standard of living. It is an excellent subject for those who like to understand what is happening around them as the state of the economy affects everybody.

Content

- **Key Area 1**
  The Economic Problem - covering fundamental concepts in Economics.

- **Key Area 2**
  Microeconomics - covering the price mechanism and markets in practice.

- **Key Area 3**
  Macroeconomics - covering macroeconomic objectives and measurement, determination of output and price levels and economic policies governments use to manage the economy.

- **Key Area 4**
  Global Economic Issues - covering globalisation and trade and global poverty and inequality.

- **Key Area 5**
  Poverty and Inequality - developing an understanding of the causes of poverty and inequality and how governments measure this. Students explore ways to improve the standards of living through economic mechanisms and sustainable development.

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks - 3 tasks - 30%
- Assessment Type 2: Folio - 4 tasks - 40%

External Assessment (30%)

- Assessment Type 3: Examination - 30%
Geography

Stage 2 Geography is designed for students to develop an understanding of the spatial interrelationships between people, places, and environments. They will learn about the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Content

Students will study local, national and global geographical issues. They will examine the role of people in causing positive and negative changes to the natural environment, and consider both the impacts and implications of these changes, and possible strategies and recommendations for sustainability.

The content will focus on the following five topics, which are organised under the two themes of environmental change and social and economic change.

Theme 1: Environmental Change
- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change
- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality.

Students will also undertake independent fieldwork on a local topic or issue of personal interest. The selected fieldwork will allow students to collect primary data using a wide range of data-collection techniques, and develop their skills of geographical inquiry and analysis.

Assessment

School Assessment (70%)
- Assessment Type 1: Fieldwork - 1 task - 30%
- Assessment Type 2: Skills and Application Tasks - 4 tasks - 40%

External Assessment (30%)
- Assessment Type 3: Examination - 30%

Subject Length
1 year
Legal Studies

*Legal Studies* provides an exploration of the Australian legal system from the local level to its global connections. Students develop an understanding of key legal concepts and analyse the Australian legal, constitutional and justice systems. They also study the roles of groups and individuals in shaping the legal system. Students are encouraged to seek information from a variety of sources, including the media, government bodies and community groups.

**Content**

There are four topics in this subject:

- **The Australian Legal System:**
  - Functions of law
  - Types of law
  - The basis of government in Australia.

- **Constitutional Government:**
  - Constitutional development of the Commonwealth Government
  - The Australian constitutional system
  - Australia’s global links
  - Rights of Aboriginal Australians
  - Critical analysis of the constitutional system.

- **Law-Making:**
  - Legislation
  - Delegated legislation
  - Case law
  - Critical analysis of different forms of lawmaking.

- **Justice Systems:**
  - Dispute resolution processes used in criminal and civil cases
  - Critical analysis of the justice system.

**Assessment**

**School Assessment (70%)**

- Assessment Type 1: Folio - 6 tasks - 50%
- Assessment Type 2: Inquiry - 1 task - 20%

**External Assessment (30%)**

- Assessment Type 3: Examination - 30%

**Note:** This subject has a 3 hour written external examination.
Modern History

In Modern History, students investigate the growth of modern nations at a time of rapid global change. They explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider the impact of these features on the contemporary world. Students build their skills in historical method through inquiry.

Content

The World Since 1945 - The Changing World Order
In first semester, the focus of study is on the political, social, and economic interactions among nations and states during the Cold War. Students will investigate the impact of these interactions on national, regional, and/or international development, and examine the enormous impact the events during this period had on the world.

Modern Nations - Germany (1918 - 1948)
In second semester, students develop insights into the characteristics of modern nations, focussing on Germany from 1918 - 1948. Students will analyse the ways in which significant changes were shaped by internal and external forces and challenges. They will investigate the concepts of ‘nation’ and ‘state’, focusing on the social, political, and economic changes that shaped the development of Germany during this period.

Assessment

School Assessment (70%)
- Assessment Type 1: Historical Skills - 50%
- Assessment Type 2: Historical Study - 20%

External Assessment (30%)
- Assessment Type 3: Examination - 30%

Note: This subject has a 2 hour written external examination.

Subject Length
1 year
Mathematics Learning Area

Students who complete any Stage 1 subject in the Mathematics Learning Area with a C grade or better will earn 10 credits towards the numeracy requirement of the NTCET.
Mathematics Pathways

Year 10

NUM10A  
Numeracy A

MAT8A  
Mathematics 8A

MAG10A  
General Mathematics 10A

MAT10A  
Mathematical Methods 10A

NUM10B  
Numeracy B

MAT8B  
Mathematics 8B

MAG10B  
General Mathematics 10B

MAT10A  
Mathematical Methods 10A

Stage 1

1MEM10A  
Essential Mathematics A

1MEM10B  
Essential Numeracy B

1MAM10A  
General Mathematics A

1MAM10C  
Mathematical Methods A

1MAM10D  
Specialist Mathematics A

1MAM10E  
Specialist Mathematics B

1MGM10A  
General Mathematics A

1MGM10B  
General Mathematics B

1MAM10B  
Mathematical Methods B

1MAM10C  
Mathematical Methods C

Stage 2

1MAM10D  
Specialist Mathematics B

2MGM20  
General Mathematics

2MHS20  
Mathematical Methods

2MSC20  
Specialist Mathematics
Calculators for Mathematics

Calculators and their use are an integral part of all our Mathematics subjects.

Year 10

Scientific calculators will be sufficient for most students in Year 10 and are available from a wide range of outlets. NTSDE recommends the use of Casio fx-82AU PLUS II.

However with the compulsory inclusion of electronic technology into all Mathematics subjects we recommend that all students consider the possibility of buying a graphics calculator, especially if they are likely to pursue Stage 1 General Mathematics, Stage 1 Mathematical Methods or Stage 1 Specialist Mathematics.

Stage 1

Graphics calculators are essential from the start of the subject for students in Stage 1 General Mathematics, Stage 1 Mathematical Methods or Stage 1 Specialist Mathematics. Students can purchase them from any retail outlet or directly from the Abacus Calculator website: http://www.abacuscalkulators.com.au.

The following graphics calculators are approved by SACE:
- Casio fx-9860G AU
- Casio fx-9860G AU Plus
- Casio fx-CG20AU
- Texas Instruments TI-83 Plus
- Texas Instruments TI-84 Plus
- Texas Instruments TI-84 Plus C – silver edition
- Texas Instruments TI-84 Plus CE.

SACE also approves the following graphics calculators, although these are not as well supported in our Moodle courses:
- Hewlett Packard HP 39GS
- Sharp EL-9900.

Please note: for Stage 1 General Mathematics, Mathematical Methods and Specialist Mathematics a graphics calculator is essential. If you do not have one already, we recommend that you discuss which graphics calculator to buy with your teacher.

Please note: for Stage 1 Essential Mathematics and Essential Numeracy a scientific calculator is essential (a graphics calculator is not required). For these subjects NTSDE recommends the Casio fx-82AU PLUS II.

Stage 2

Stage 2 Mathematics students can continue with the graphics calculator used during Stage 1.
Mathematics
Year 10

Numeracy A
This is a semester length subject designed for students who require scaffolding in number and algebra concepts identified in the Australian Curriculum from Years 3 to 6. Through practical and contextualised problem solving activities, students will develop key numerical skills, concepts and understandings that are relevant to the workplace and everyday living. This subject aims to prepare students for success in Stage 1 Essential Numeracy.

Content
Subject content is drawn from:
- Number and Algebra
  - Number and Place Value
  - Fractions and Decimals

Assessment
There are four assessment items:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

Subject Length
1 semester

Numeracy B
This is a semester length subject that continues on from Numeracy A. It is designed for students who require scaffolding in measurement, geometry and data concepts identified in the Australian Curriculum from Years 3 to 6. Through practical and contextualised problem solving activities, students will develop key numerical skills, concepts and understandings that are relevant to the workplace and everyday living. This subject further aims to prepare students for success in Stage 1 Essential Numeracy.

Content
Subject content is drawn from:
- Measurement and Geometry
  - Using units of measurement
  - Shape
  - Geometric reasoning
- Statistics and Probability
  - Data representation and interpretation.

Assessment
There are four assessment items:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

Subject Length
1 semester
Mathematics 8A

*Mathematics 8A* is a semester length subject. In this subject students will engage with practical tasks, skill building, mental and written problem solving tasks that will build the foundations for their use of mathematics in life situations and in further study. This subject is aligned to Years 8 to 9 of the Australian Curriculum.

**Content**
The mathematical content is drawn from:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

**Assessment**
There are four assessment items per semester:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

**Note:** A protractor, compass and scientific calculator are essential.

Subject Length

1 semester

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Mathematics 8B

*Mathematics 8B* is a semester length subject. In this subject students will engage with practical tasks, skill building, mental and written problem solving tasks that will build the foundations for their use of mathematics in life situations and in further study. This subject is aligned to Years 8 to 9 of the Australian Curriculum.

**Content**
The mathematical content is drawn from:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

**Assessment**
There are four assessment items per semester:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

**Note:** A protractor, compass and scientific calculator are essential.

Subject Length

1 semester
General Mathematics 10A

This is a semester length subject comprising of three topics. This subject is aligned to Year 10 of the Australian Curriculum.

Content
The mathematical content is drawn from:

- Measurement
- Financial Maths
- Statistics.

Assessment
There are four assessment items per semester:

- Assessment Type 1: Skills and Application Tasks - 1 task - 25%
- Assessment Type 2: Investigation - 3 tasks - 75%

Note: A scientific calculator is essential. A graphics calculator is desirable.

Subject Length
1 semester

General Mathematics 10B

This is a semester length subject comprising of three topics. This subject is aligned to Year 10 of the Australian Curriculum.

Content
The mathematical content is drawn from:

- Linear Functions
- Indices and Exponential Functions
- Triangles and Trigonometry.

Assessment
There are four assessment items per semester:

- Assessment Type 1: Skills and Application Tasks - 1 task - 25%
- Assessment Type 2: Investigation - 3 tasks - 75%

Note: A scientific calculator is essential. A graphics calculator is desirable.

Subject Length
1 semester
Mathematical Methods 10A
This is a semester length subject comprising of three topics. This subject is aligned to Year 10 of the Australian Curriculum.

Content
The mathematical content is drawn from:
- Measurement
- Statistics and Probability
- Linear Equations and Coordinate Geometry.

Assessment
There are four assessment items per semester:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

Note: A scientific calculator is essential. A graphics calculator is desirable.

Subject Length
1 semester

Mathematical Methods 10B
This is a semester length subject comprising of three topics. This subject is aligned to Year 10 of the Australian Curriculum.

Content
The mathematical content is drawn from:
- Algebra / Geometry
- Indices and Surds
- Triangles and Trigonometry.

Assessment
There are four assessment items per semester:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

Note: A scientific calculator is essential. A graphics calculator is desirable.

Subject Length
1 semester
Stage 1

Essential Numeracy A

This subject is designed for students who are developing their mathematical skills and understandings in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry. This subject is intended for students planning to pursue a career in a range of trades or vocations. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the NTCET.

Content

This subject consists of four topics:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Measurement.

Assessment

- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Investigation - 1 task - 25%

Note: Students require instruments for use in the geometry tasks: ruler, tape measure, compass and a protractor.

Subject Length

1 semester

Essential Mathematics A

This subject offers senior secondary student the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry. This subject is intended for students planning to pursue a career in a range of trades or vocations. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the NTCET.

Content

This subject consists of four topics:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Measurement.

Assessment

- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Mathematical Investigation - 1 task - 25%

Note: Students require instruments for use in the geometry tasks: ruler, tape measure, compass and a protractor.

Subject Length

1 semester
General Mathematics

There are two subjects available in Stage 1 General Mathematics. Each is a semester length, 10 credit subject.

- General Mathematics A is offered in Semester 1.
- General Mathematics B is offered in Semester 2.

Stage 1 General Mathematics is aimed at extending students mathematical skills in ways that apply to practical problem solving. Electronic technology will be integrated where appropriate to provide students with the tools to make more complex calculations, so that skills of analysis and interpretation become more commonplace.

These subjects can be combined together to provide a 20 credit pathway to General Mathematics at Stage 2. Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Students must achieve a C or better in a 10 credit Stage 1 Mathematics subject to meet the numeracy requirements of the NTCET.

Content

General Mathematics A
- Investing and Borrowing
- Measurement
- Statistical Models.

General Mathematics B
- Applications of Trigonometry
- Matrices and Networks
- Linear and Exponential Functions and their Graphs.

Assessment

Each subject has:

- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Mathematical Investigation - 1 task - 25%

Note: A graphics calculator is an essential requirement.
Mathematics
Stage 1

10 credit subject

NTSDE Code:
A: 1MAM10A
B: 1MAM10B
C: 1MAM10C

SACE Code:
1MAM10

Subject Offered:
A: Semester 1
B: Semester 2
C: Semester 2

Recommendation:
It is recommended that students have successfully completed two semesters of Year 10 Mathematics 10 (MAT10A and MAT10B).

Mathematical Methods
There are three subjects available in Stage 1 Mathematical Methods. Each is a semester length, 10 credit subject.

- **Mathematical Methods A** is offered in Semester 1.
- **Mathematical Methods B** is offered in Semester 2.
- **Mathematical Methods C** is offered in Semester 2.

**Mathematical Methods B** and **Mathematical Methods C** are both studied in Semester 2. Students must be enrolled in both subjects. It is recommended that students have successfully completed **Stage 1 Mathematical Methods A** before commencing **Mathematical Methods B and C**.

In the study of mathematics students participate in a wide variety of problem-solving activities. **Stage 1 Mathematical Methods** gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and the problems solved.

Students must achieve a C or better in a 10 credit Stage 1 Mathematics subject to meet the numeracy requirements of the NTCET.

Content
**Mathematical Methods A**
- Functions and Graphs
- Polynomials
- Trigonometry.

**Mathematical Methods B**
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus.

**Mathematical Methods C**
- Arithmetic and Geometric Sequences and Series
- Further Trigonometry
- Real and complex numbers
- Matrices.

Assessment
Each subject has:
- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Mathematical Investigation - 1 task - 25%

**Note:** A graphics calculator is an essential requirement.

Subject Length
1 semester for A
1 semester for B
1 semester for C (run concurrently)
Specialist Mathematics

There are two subjects available in Stage 1 Specialist Mathematics. Each is a semester length, 10 credit subject.

- **Specialist Mathematics A** is offered in Semester 1.
- **Specialist Mathematics B** is offered in Semester 2.

Students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into mathematical science, engineering, computer science, physical sciences, surveying, economics and commerce.

### Content

**Specialist Mathematics A**

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane.

**Specialist Mathematics B**

- Further Trigonometry
- Matrices
- Real and Complex Numbers / Induction.

### Assessment

Each subject has:

- Assessment Type 1: Skills and Application Tasks - 3 tasks - 75%
- Assessment Type 2: Mathematical Investigation - 1 task - 25%

**Note:** Competence in working with a graphics calculator is essential.

For **Specialist Mathematics B** it is recommended that students have successfully completed **Stage 1 Specialist Mathematics A** with a C grade or better.

### Subject Length

- **Specialist Mathematics A**
  - 1 semester
- **Specialist Mathematics B**
  - 1 semester
Stage 2

General Mathematics

This subject develops the fundamental mathematical skills that are relevant to small business, personal and domestic applications.

Content

There are five topics covered in this subject. They are:

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Application Tasks - 5 tasks - 40%
- Assessment Type 2: Mathematical Investigations - 2 tasks - 30%

External Assessment (30%)

- Assessment Type 3: Examination - 30%

Note: A graphics calculator is essential.
Students are advised to enrol by the end of Week 2, Term 1.

Subject Length

1 year
Mathematical Methods

Through the study of Mathematical Methods students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Content

Mathematical Methods consists of the following topics:

1. Further Differentiation and Application
2. Logarithmic Functions
3. Integral Calculus
4. Continuous Random Variables and the Normal Distribution
5. Discrete Random Variables

Assessment

School Assessment (70%)

• Assessment Type 1: Skills and Application Tasks - 6 tasks - 40%
• Assessment Type 2: Mathematical Investigation - 1 task - 30%

External Assessment (30%)

• Assessment Type 3: Examination - 30%

Note: A graphics calculator is essential. Students are advised to enrol by the end of Week 2, Term 1.
Specialist Mathematics

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Content

Specialist Mathematics consists of the following topics:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration
- Differential Equations.

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Application Tasks - 6 tasks - 40%
- Assessment Type 2: Mathematical Investigation - 1 task - 30%

External Assessment (30%)

- Assessment Type 3: Examination - 30%

Note: A graphics calculator is essential.

Students are advised to enrol by the end of Week 2, Term 1.

Subject Length

1 year
Science Learning Area
Science Pathways

Year 10

Stage 1

SC10A
Science 10A

SC10B
Science 10B

1PYI10A
Physics A

1CEM10A
Chemistry A

1BGY10A
Biology A

1STU10A
Scientific Studies

1PYI10B
Physics B

1CEM10B
Chemistry B

1BGY10B
Biology B

Stage 2

2PYI20
Physics

2BGY20
Biology

Please refer to the Open Access College website (www.openaccess.edu.au) for other Stage 2 Science options.
Enrolment in Science Subjects

All Students

Many Science subjects have components that are not purely theoretical; they require students active, physical participation.

Science is based on experimental work. Studying Science with NTSDE requires students to make use of the experimental kits each science subject dispatches. These often contain fragile and specialist equipment.

If a student enrols in a Science subject at NTSDE, they are acknowledging and accepting responsibility for the contents of the kit, their safe storage and careful use.

In particular, students agree to:

- read the list sent with the kit to ensure all parts are present and in good condition (not broken)
- store the kit in such a manner as to be safe for others, particularly younger siblings or school peers
- take care when handling the equipment and discuss the proper use of equipment with the NTSDE teacher
- return the kit on completion of the subject or if the student leaves NTSDE before the subject is completed.
Science 10A

Year 10 Science subjects are written to comply with the Australian Curriculum, Assessment and reporting Authority (ACARA) approved science. Subject materials and assessment tasks allow students to demonstrate their achievements against the ACARA Achievement Standards for Science. They are also designed to facilitate the transition to SACE Science subjects and assessment.

Year 10 Science is simultaneously a creative problem-solving process, a communication system and a cultural system of making meaning of the world and beyond. Science is organised into three strands:

- **Science Understanding** - helps develop more sophisticated understanding of the knowledge and skills
- **Science as a Human Endeavour** - appreciate the role of science and scientists in society and how science is undertaken
- **Science Inquiry Skills** - an effective way to generate understanding, test ideas and creatively solve problems.

**Content**

Biological Science:
- DNA and Genetics
- Natural Selection and Evolution.

Chemical Science:
- The Periodic Table
- Chemical Reaction.

**Assessment**

- **Assessment Type 1: Investigations Folio** - 50%
- **Assessment Type 2: Skills and Application Tasks** - 50%

**Subject Length**

1 semester
Science 10B

Year 10 Science subjects are written to comply with the Australian Curriculum, Assessment and reporting Authority (ACARA) approved science. Subject materials and assessment tasks allow students to demonstrate their achievements against the ACARA Achievement Standards for Science. They are also designed to facilitate the transition to SACE Science subjects and assessment.

Year 10 Science is simultaneously a creative problem-solving process, a communication system and a cultural system of making meaning of the world and beyond. Science is organised into three strands:

- Science Understanding - helps develop more sophisticated understanding of the knowledge and skills
- Science as a Human Endeavour - appreciate the role of science and scientists in society and how science is undertaken
- Science Inquiry Skills - an effective way to generate understanding, test ideas and creatively solve problems.

Content

Physical Science:
- Motion and Energy
- Structures.

Earth and Space Science:
- Global Systems
- The Universe.

Assessment

- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Subject Length
1 semester
Science
Stage 1

10 credit subject

Biology A
This subject is intended for those students who have a genuine interest in the living world. In Biology A, students learn about living organisms and their structure and function and their non-living environment.

Content
The topics covered in this subject are:
- Biodiversity and Ecosystem Dynamics
- Cells and Micro-Organisms

Assessment
- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Note: Practical activities are performed at the student’s home location and / or at Residential School.

Biology B
This subject is about the cellular and overall structures and functions of a range of organisms.

Content
The topics covered in this subject are:
- Multicellular Organisms
- Infectious Diseases

Assessment
- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Note: Practical activities are performed at the student’s home location and / or at Residential School.

Subject Length
1 semester
Chemistry A

This is a specialist subject involving practical work and theory which together with Chemistry B provides students with the necessary basis for further study in Chemistry. Many of the most important developing fields in Science, such as biotechnology, require an understanding of Chemistry. Chemistry is also commonly a prerequisite for the study of medicine at tertiary level. Concepts studied include those of:

- Elements
- Compounds
- Structure and bonding
- Chemical formulae
- Chemical equations
- Molecular properties
- Hydrocarbons.

Content

The topics covered in this subject are:

- Materials and their Atoms
- Combining Atoms
- Molecules.

Assessment

- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Note: A scientific calculator is required. Practical activities are performed at the student’s home location and / or at Residential School.

Subject Length
1 semester

Chemistry B

This subject extends the knowledge and skills acquired in Chemistry A with a focus on quantitative chemistry and experimental techniques. These include concepts of:

- Moles
- Mixtures
- Acids and bases
- Oxidation and reduction
- Electro-chemistry.

Students develop skills in carrying out quantitative calculations and performing titrations.

Content

The topics covered in this subject are:

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions.

Assessment

- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Note: A scientific calculator is required. Practical activities are performed at the student’s home location and / or at Residential School.

Subject Length
1 semester
Physics A

The study of Physics offers opportunities for students to understand and appreciate the natural world. As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities.

Physics is a pure science and it also provides a useful background for many occupations such as a pilot, electrician, air-conditioning mechanic, as well as being a prerequisite for the study of physics and engineering at tertiary level.

Content

The topics covered in this subject are:

- Linear Motion and Forces
- Energy and Momentum
- Heat.

Assessment

- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Note: A scientific calculator is required. Practical activities are performed at the student’s home location and / or at Residential School.

Subject Length
1 semester

Physics B

This subject extends Physics A. The successful completion of both Stage 1 Physics subjects is assumed before undertaking Stage 2 Physics.

Content

The topics covered in this subject are:

- Electric Circuits
- Waves
- Nuclear Models and Radioactivity.

Assessment

- Assessment Type 1: Investigations Folio - 50%
- Assessment Type 2: Skills and Application Tasks - 50%

Note: A scientific calculator is required. Practical activities are performed at the student’s home location and / or at Residential School.

Subject Length
1 semester
Scientific Studies

This Scientific Studies course has been designed to expose students to issues about water supply and quality. It is designed for students that have some science background and wish to develop their scientific literacy skills. Students will be required to work collaboratively for some parts of this course.

Content

Students will explore water sources, supply and usage. They will measure water quality parameters and work in a collaborative investigation to design and test a water purification system.

Assessment

• Assessment Type 1: Inquiry Folio - 70%
• Assessment Type 2: Collaborative Inquiry - 30%

Note: Practical activities are performed at the student’s home location and / or at Residential School.
Stage 2

Biology

In Biology students investigate and learn about the structure and function of a range of organisms, how they interact with other living things, and with their environments. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how Biology impacts on their lives, on society and on the environment.

Content

There are four topics covered. They are:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution.

Assessment

School Assessment (70%)

- Assessment Type 1: Investigations Folio - 30%
- Assessment Type 2: Skills and Applications Tasks - 40%

External Assessment (30%)

- Assessment Type 3: Examination - 30%

Subject Length

1 year

Biology Workshop

Students enrolling in Stage 2 Biology will be required to attend:

- one 2 day workshop in Semester 1
- one 1 day workshop in Semester 2

in Darwin to carry out compulsory practical activities. The workshops may occur on a weekend.

NTSDE will assist with travel costs. Morning tea and lunch will be provided at the workshops but accommodation and its cost is the responsibility of the student. Dates for the workshops will be available at, or soon after, enrolment.
Physics

The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of Physics through a study of motion in two dimensions, electricity and magnetism, light and matter and atoms and nuclei.

Students develop skills of logical thinking, numerical problem solving and effective scientific communication. They record, tabulate, assess and interpret data and evidence from appropriately designed experiments.

Content

The topics covered are:

• Motion and Relativity
• Electricity and Magnetism
• Light and Atoms

Assessment

School Assessment (70%)

• Assessment Type 1: Investigations Folio - 30%
• Assessment Type 2: Skills and Applications Tasks - 40%

External Assessment (30%)

• Assessment Type 3: Examination - 30%

Note: A scientific calculator is essential.

Subject Length
1 year

Physics Workshop

Students enrolling in Stage 2 Physics will be required to attend:

• one 2 day workshop in Semester 1
• one 1 day workshop in Semester 2

in Darwin to carry out compulsory practical activities. The workshops may occur on a weekend.

NTSDE will assist with travel costs. Morning tea and lunch will be provided at the workshops but accommodation and its cost is the responsibility of the student. Dates for the workshops will be available at, or soon after, enrolment.
Other Stage 2 Science Options

In 2019 Stage 2 Chemistry and Stage 2 Scientific Studies will be under development and not offered.

The Open Access College (OAC) offers the following Stage 2 Science subjects that NTSDE students can undertake:

- Stage 2 Chemistry
- Stage 2 Earth and Environmental Science
- Stage 2 Nutrition
- Stage 2 Psychology.

Please refer to the OAC website for further information:


Students can enrol in Stage 2 Biology and Stage 2 Physics with NTSDE.