# 2024
# Subject Handbook

**NTSDE**
'Education Wherever You Are'

**NT School of Distance Education**

Pre-Learning

Online

Review & Apply

# NTSDE
'Education Wherever You Are'

## NT School of Distance Education

## 2024 Subject Handbook

For enrolment information please view our website

www.ntsde.nt.edu.au
(08) 8922 2222
ntsde.admin@education.nt.gov.au

# Contents

## Our values



- Professionalism
- Respect
- Inclusivity
- Innovation

&

## Our vision



Create an inclusive learning community that inspires students to achieve their educational goals, aspirations and potential as local and global citizens.

## Social Media

Add us on social media.

 Instagram

 Facebook

 Linkedin

# Explanations of Acronyms and Symbols used in this Handbook

## EXPLANATION OF ACRONYMS AND TERMS

| | |
|---|---|
| **ATAR** | Australian Tertiary Admissions Ranking – used for entrance to universities |
| **Codes** | Year 10 subject codes begin with a 0<br>Stage 1 subject codes begin with a 1<br>Stage 2 subject codes begin with a 2 |
| **DoE** | Department of Education |
| **Dual Enrolled** | A student who is enrolled in two or more schools (one being NTSDE) to accommodate their specific circumstances. |
| **Dual School** | A students school in addition to NTSDE, e.g. Katherine High School and NTSDE. |
| **EAL/D** | English as an Additional Language or Dialect |
| **EIF** | Exploring Identities and Futures |
| **HEAL** | Health / Physical Education, English, Mathematics & Literacy Project |
| **Home School** | The school responsible for enrolling students at NTSDE |
| **IOL & IOLs** | Interactive Online Learning and Iteractive Online Learning session |
| **LMS** | Learning Management System |
| **Moodle** | Moodle is the name for the online learning management system which holds NTSDE's online courses |
| **NAPLAN** | National Assessment Program – Literacy and Numeracy. An annual assessment for students in Year 3, 5, 7 & 9 |
| **NT** | Northern Territory |
| **NTCET** | The Northern Territory Certificate of Education and Training – the senior secondary school certificate awarded to students who successfully complete their senior secondary studies in the Northern Territory |
| **NTSDE** | Northern Territory School of Distance Education |
| **OAC** | Open Access College |
| **SACE** | South Australian Certificate of Education |
| **SATAC** | South Australian Tertiary Admissions Centre |
| **TAS** | Tertiary admission subjects are subjects identified by universities which may be used to gain an ATAR |
| **Third teacher** | Physical learning environment, e.g. classroom |
| **VET** | Vocational Education and Training – nationally recognised training which can count towards the completion of the NTCET |

## EXPLANATION OF SYMBOLS

This symbol indicates that practical tasks (e.g. cooking, playing sports and doing science experiments) is a vital part of the course.

This symbol indicates that a graphics calculator (e.g. Casio FX–CG50AU) is required for this course. Consult with the teacher prior to commencement to determine the most suitable option.

This symbol indicates the subject has a written exam.

This symbol indicates the subject has an electronic exam.

This symbol indicates Year 10 students will be required to attend a three day camp Week 7 Term 2. Costs to be confirmed. 10 credits at Stage 1 will be awarded after attending and successfully completing the requirements of camp.

# 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, supervisors or Home School Coordinators, are strongly advised to ensure they meet prerequisite requirements and enrolment procedures. Discuss subject selection with the NTSDE Student Coordinators prior to completing their enrolment form.

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

# Contacting NTSDE

- **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
- **Email:** ntsde.admin@education.nt.gov.au

Teaching staff are on leave during school holidays.

# Pathways

Please note some subjects require prerequisite knowledge, informed by students EAL/D Level and Year 9 NAPLAN scores.

**Pathway**

**Student cohort**
EAL/D BL1 – EAL/D LEVEL 4

**Pathway**

HEAL subjects – to NTCET completion. May include VET, Learning On Country and community based subjects.

**Pathway**

**Student cohort**
EAL/D LEVEL 4 Achieved +

**Pathway**

Stage 1 Essential Maths, Stage 1 Essential English and similar academic level subjects to NTCET completion. May include VET.

**Pathway**

**Student cohort**
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements.

**Pathway**

NTCET completion.
May include VET.

**Pathway**

**Student cohort**
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements.

**Pathway**

ATAR and NTCET completion.
May include VET.

Where NTSDE can we will assist Home Schools to identify opportunities for students to gain NTCET credits from Learning On Country, community and cultural activities.
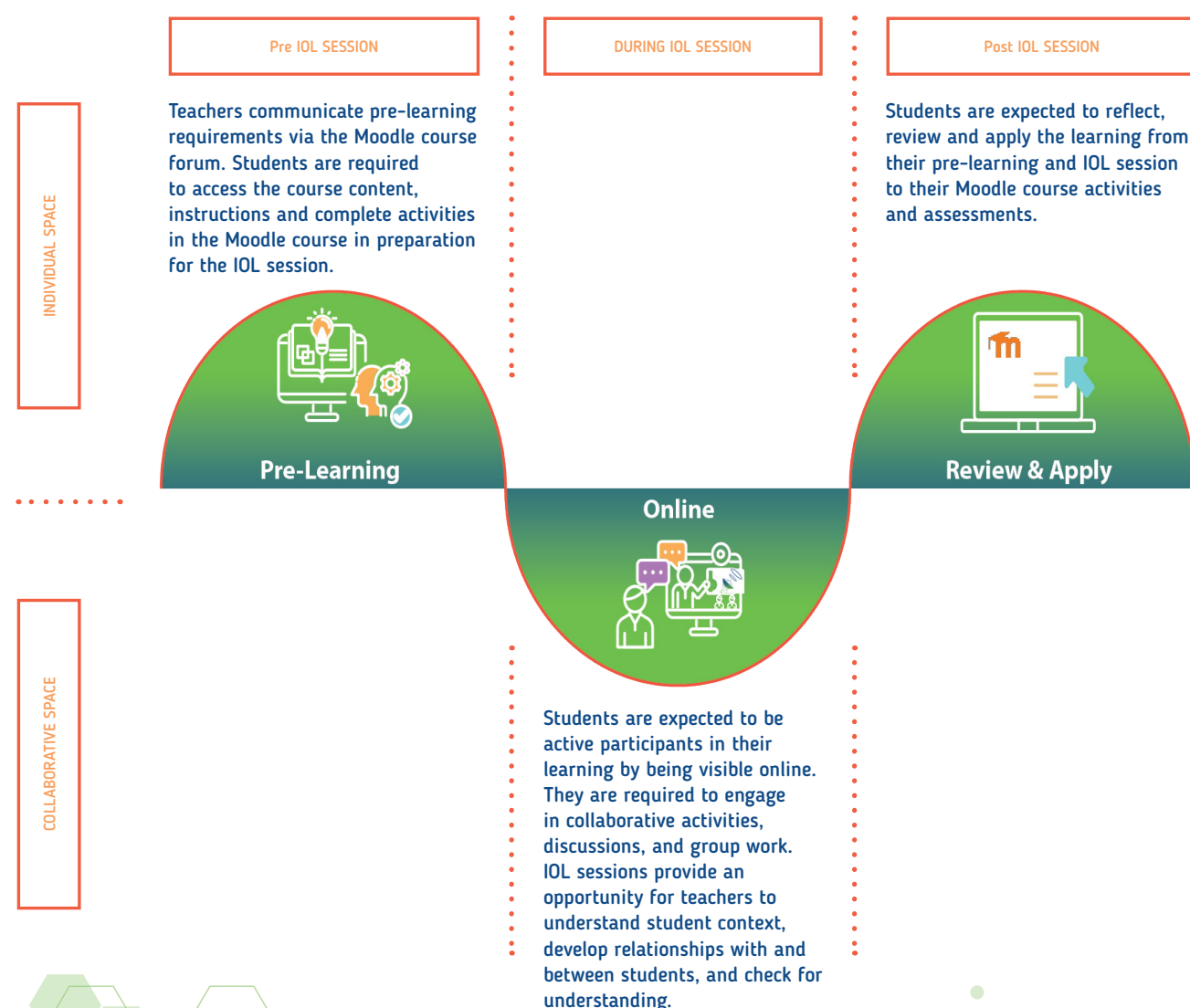
# NTSDE Instructional Model

NTSDE is an online education provider, and Flipped Classroom pedagogy informs our course design and delivery. Schools, Parents and Guardians enrolling students at NTSDE need to support their students to meet the requirements listed below.

For students to achieve their best, it is expected they adhere to the following aspects of our Instructional Model, which align with online flipped classroom pedagogy:

- log onto their Moodle course independently to access course content, available 24/7

- attend their weekly interactive IOLs and submit work by due dates, to maximise their learning opportunity.

*NB: students who do not have the technology/resources to support the above in 2024, NTSDE will work with the Home School to manage access to courses and ensure SACE standards are met.*

## INSTRUCTIONAL MODEL EXPECTATIONS AT NTSDE (ONLINE FLIPPED CLASSROOM PEDAGOGY)

INDIVIDUAL SPACE

**Pre IOL SESSION**

Teachers communicate pre-learning requirements via the Moodle course forum. Students are required to access the course content, instructions and complete activities in the Moodle course in preparation for the IOL session.

**DURING IOL SESSION**

**Post IOL SESSION**

Students are expected to reflect, review and apply the learning from their pre-learning and IOL session to their Moodle course activities and assessments.

**Pre-Learning**

**Review & Apply**

**Online**

COLLABORATIVE SPACE

Students are expected to be active participants in their learning by being visible online. They are required to engage in collaborative activities, discussions, and group work. IOL sessions provide an opportunity for teachers to understand student context, develop relationships with and between students, and check for understanding.

# Enrolment and Resulting Timelines

## 1. PURPOSE

NTSDE has enrolment and resulting processes and timelines in place, which are aimed at assisting students to successfully gain NTCET completion in a timely manner.

## 2. STANDARD ENROLMENT CUT-OFF DATES

Subject enrolments in each semester will be accepted until the cut-off dates as shown in the table below.

| Cut-off Dates | Semester 1 2024 | Semester 2 2024 |
| --- | --- | --- |
| Year 10 and Stage 1 | Friday Week 3 Term 1 | Friday Week 3 Term 3 |
| Stage 2 20 credit subjects | Friday Week 3 Term 1 | |
| Stage 2 10 credit subjects | Friday Week 3 Term 1<br>10 credit options to be finalised at the end of Semester 1, 2024 | |

Late Enrolment options for Stage 2 subjects

| Semester 1 and 2, 2024 | |
| --- | --- |
| Stage 2 Enrolment (after cut-off date) | By negotiation and individually case-managed by coordinators and student support officers. |

# 3. LATE ENROLMENT OPTIONS FOR STAGE 1 SUBJECTS

For students enrolling after the standard cut-off dates.

| Semester 1, 2024 First Round | | | |
|---|---|---|---|
| **Subjects Available** | Enrolments Open | Enrolments Close | Schools Online Resulting |
| Stage 1 Information Processing & Pub A (1IPR10ALJ) <br><br> Stage 1 Essential Mathematics A (1MEM10ALJ) <br><br> Stage 1 Essential English A (1ETE10ALJ) <br><br> Stage 1 Health and Wellbeing A (1HEW10ALJ) <br><br> Stage 1 Food and Hospitality L (1FOH10ALJ) | Monday Week 4, Term 1, 2024 | Friday Week 7, Term 2, 2024 | June 2024 |

| Semester 1 2024 Second Round | | | |
|---|---|---|---|
| **Subjects Available** | Enrolments Open | Enrolments Close | Schools Online Resulting |
| Stage 1 Information Processing & Pub A (1IPR10ALD) <br><br> Stage 1 Essential English B (1ETE10BLD) <br><br> Stage 1 Essential Mathematics B (1MEM10BLD) <br><br> Stage 1 Health and Wellbeing B (1HEW10BLD) <br><br> Stage 1 Food and Hospitality A (1FOH10ALD) | Monday Week 8, Term 2, 2024 | Friday Week 7, Term 4, 2024 | December 2024 |

| Semester 2 2024/ Semester 1, 2025 Third Round | | | |
|---|---|---|---|
| **Subjects Available** | Enrolments Open | Enrolments Close | Schools Online Resulting |
| * Stage 1 Essential English A (1ETE10ACJ) <br><br> * Stage 1 Essential Mathematics A (1MEM10ACJ) <br><br> * Stage 1 Exploring Identities and Futures A (1EIF10ACJ) | Monday Week 8, Term 4, 2024 | Friday Week 3, Term 1, 2025 | June 2025 |

*For students that are repeating a compulsory subject to improve their grade to a C or better and who require minimal support.

## 4. RESULTING TIMELINE

All subjects are resulted as per SACE procedures and timelines. Specific due dates will be advised by the subject teacher to ensure timely course completion.

## 5. PENDING

Eligible students may be resulted with a P (Pending) in the Stage 1 compulsory subjects (English, EIF and Mathematics), to allow extra time to gain a successful result by the end of the semester of enrolment.

Pending extensions

Due date for submission of work for Stage 1 compulsory subjects may be extended to a negotiated date depending on each student:

- Tuesday, Week 10 Term 2 Semester 1, 2024
- Tuesday, Week 10 Term 4 Semester 2, 2024.

Pending will only be considered if one of the following requirements are met:

- the student has successfully completed at least 50% of course summative assessment requirements at the Stage 1 cut-off date as per the SACE guidelines
- the student is classified as an NTCET Completer.

## 6. WITHDRAWAL

Whenever possible and practical, students will remain enrolled in a subject to gain an A-E credit at the end of a semester.

# NTSDE Careers

NTSDE aims to provide students with the latest information that will help them make decisions about their future careers and their life beyond school.

Students and parents can access the NTSDE careers website at www.ntsdecareers.com.au for a wide range of information and resources. NTSDE are currently in the process of creating a Careers Hub.

Students / Parents / Schools should contact their NTSDE Coordinator with any queries.

# Open Access College

NT students are able to enrol in distance education subjects at the OAC, South Australia, when they are not available through NTSDE.

NT schools wishing to enrol students in distance education subjects not available through NTSDE are required to apply online through OAC's website: www.openaccess.edu.au/

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

Enrolment, conditions and cut off dates for OAC Stage 1 and Stage 2 subjects are available on their website.

# NTSDE Re-engagement Program (for dual enrolled students)

For students to qualify for this program, they need to be currently enrolled in an NT school.

This program targets students who are disengaged from their current school, i.e. they have not engaged in learning for an extended period and may be at risk of dropping out of school. This program will provide our Dual Schools with another option for supporting at-risk students.

At the end of the first semester, the student's engagement and progress will be reviewed to ascertain whether they continue with NTSDE or return full time to their Home School.
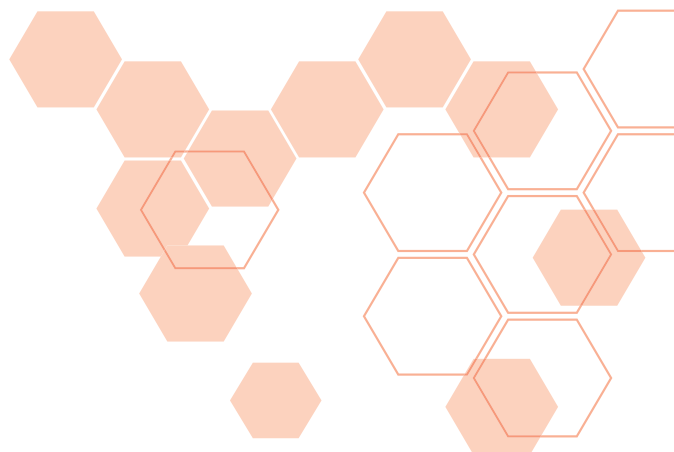
# NTCET Information

# The Northern Territory Certificate of Education and Training

## WHAT IS THE NTCET?

The NTCET 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.

## 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.
- Students receive credits for achieving VET competencies as part of a certificate course.

| Stage 1 (compulsory) | Stage 1 or Stage 2 (electives) | | Stage 2 (compulsory) | |
|---|---|---|---|---|
| **10** Exploring Identities & Futures 1EIF10A | **10** | **10** | **10** | **10** |
| **10** Literacy from a range of English subjects | **10** | **10** | **10** | **10** |
| | Subjects from a range of options (100 credits) | | Subjects from a range of options (60 credits) | |
| **10** Literacy from a range of English subjects | **10** | **10** | **10** | **10** |
| **10** Numeracy from a range of Maths subjects | **10** | **10** | **10** | **10** |

## Stage 1 compulsory requirements

### MINIMUM 40 CREDITS

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

· EIF (10 credits at Stage 1)
· Literacy – from a range of English subjects (20 credits at Stage 1 or Stage 2)
· Numeracy – from a range of Mathematics subjects (10 credits at Stage 1 or Stage 2).

## Stage 2 compulsory requirements

### MINIMUM 60 CREDITS

To achieve the NTCET, students must, as a minimum, complete 60 credits at a C– grade or higher:

· Stage 2 subjects totalling at least 60 credits
· VET courses that have Stage 2 status, totalling at least 60 credits
· Or a combination of Stage 2 subjects and VET credits.

## Additional credits required to gain an NTCET

As well as the above Stage 1 and Stage 2 compulsory requirements students must complete another 100 credits at the Stage 1 or Stage 2 level of which 40 must be at a C or C– grade or higher and 60 credits can be at E or E– grade or higher.

## Requirements to gain an Australian Tertiary Admission Ranking

### ATAR

To obtain an ATAR 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 TAS 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 TAS and an additional 20 credits can be from Recognised Studies.

More information can be found at www.satac.edu.au/

## NTCET Completion Pathway

For the successful completion of the NTCET, NTSDE recommends that students need to achieve the milestones below, to maximise their success and provide greater flexibility at Year 12:

· **Year 10 –** by the end of Year 10, students have completed a minimum of 40 NTCET credits.
· **Year 11 –** by the end of Year 11, students have completed a minimum of 140 NTCET credits which includes the completion of at least one Stage 2 20 credit subject.
· **Year 12 –** by the end of Year 12, students have completed a minimum of 200 NTCET credits, that meet the NTCET guidelines.

# HEAL Project

# HEAL Project

## OVERVIEW

The HEAL Project is a program that focuses on building the literacy, numeracy and ICT skills of students. It is an intervention program that is highly structured to support EAL/D learners to achieve **EAL/D Level 4 Achieved**. It is our belief that by students achieving **EAL/D Level 4 Achieved** they have the required literacy to navigate independently the responsibilities of family, community and work.

Course materials and learning content are age and culturally appropriate to enable students who have low levels of literacy, numeracy and ICT skills to engage in the learning. Materials focus on building student capabilities, so they can support their families, contribute to community, complete their NTCET and continue their education post their senior secondary schooling.

The HEAL Project is conducted over two-years with Home School teachers working in partnership with NTSDE teachers. The provision of the teaching and learning program, content, assessment and reporting is the responsibility of NTSDE staff, releasing Home School staff to focus on differentiating their support of students in their classrooms and providing additional scaffolding for students as required.

When students enrol in the HEAL Project, the expectation is that they commit to engaging in the program in the online environment, and commit to the following:

- complete Pre-IOL Moodle activities
- participate in the IOLs (30-60 minutes per week)
- complete Post IOLs activities in Moodle

The HEAL Project is delivered in partnership with the Home School and provides the following:

- a structured online program that includes all content and assessments
- support and assistance to complete literacy diagnostics
- assessment and reporting of student EAL/D growth

- collaboration meetings with Home School teacher weekly/fortnightly
- collaboration meetings to establish next steps in learning for each student
- opportunities to co-create, contextualise and differentiate learning materials and strategies
- resources to support the provision of quality teaching and learning in Home Schools.

HEAL course material, provides differentiated support for students with different learning needs within a single class. They are designed to support remote schools who have multiple year levels (senior years) in the same classroom.

The project has been developed as an intervention strategy for secondary students who do not have the required literacy, numeracy and ICT skills to be successful in VET and SACE subjects.

Once students reach the required **EAL/D Level 4 Achieved** they will have the required literacy to be successful in SACE Stage 1 subjects, the skills to successfully transition to an NTCET Pathway and the necessary literacy skills to navigate life beyond school independently.

For HEAL enrolments to be confirmed the following preconditions need to be met:

### Students

- EAL/D level must be below Level 4 Achieved
- Be enrolled in Year 9 or 10
- Must enrol in all four subjects
- Be prepared to learn in an online environment

### Schools

- Commit to a minimum of 12 months
- Minimum of eight weeks schedule of classes in a structured timetable each term
- Support students to learn in an online environment (NTSDE Instructional Model)
- Have School Council support for adopting HEAL for a minimum of 12 months
- Include the partnership with NTSDE in Annual School Improvement Plan
- Improvement agenda focus on NTCET completions and improving student literacy (so not over committing to VET program, excursions).

# HEAL Pathways

The HEAL Project is a two-year program and students will work towards building their capabilities to successfully complete the following subjects:

| HEAL LITERACY | HEAL ENGLISH | HEAL NUMERACY | HEAL HEALTH |
|---------------|--------------|---------------|-------------|

If students complete work in the above subjects at the end of each year all student work submissions will be moderated to see if they have met any of the performance standards in the following Stage 1 courses. If students have met the performance standards for any of the following Stage 1 subjects, they may receive a result and 10 credits that will contribute to their NTCET pattern.

· Stage 1 Essential English
· Stage 1 Essential Mathematics
· Stage 1 Health and Wellbeing
· Stage 1 Integrated Learning – Literacy

Once students have achieved the **EAL/D Level 4 Achieved** they will transition to an NTCET pathway.

Each student's NTCET pathway will vary according to student participation and aspirations, it is anticipated that on completion of the above HEAL subjects students will continue on to complete VET certificates and SACE subjects that are relevant to their individual communities and contexts.

Many schools already have local programs in place and our hope is that the HEAL Project supports these programs by improving the literacy, numeracy and ICT skills of all students. NTSDE can support Home Schools to use student learning from local programs to gain NTCET credits.

The sequence for the two-year program is shown below.

| HEAL – Year 1 | HEAL – Year 2 | NTCET – Year 3 |
|---------------|---------------|----------------|
| HEAL English | HEAL English | Transition to NTCET Pathway |
| HEAL Numeracy | HEAL Numeracy | |
| HEAL Health | HEAL Health | |
| HEAL Literacy | HEAL Literacy | |
| (to provide a common literacy focus across all subject areas) | | |
| New content each year | New content each year | |

# HEAL Project Structure 2024

## TERM 1

| | Literacy | English | Maths | Health |
|---|---|---|---|---|
| **Term 1 Week 1–5**<br>**SPRINT 1** | Literacy focus:<br>› Digital Literacy (About Me)<br>· Formative Assessment 1 | Literacy focus:<br>› Digital Literacy<br>· Formative Assessment 1 | Literacy focus:<br>› Digital Literacy<br>· Formative Assessment 1 | Literacy focus:<br>› Digital Literacy<br>· Formative Assessment 1 |
| **Term 1 Week 5–10**<br>**SPRINT 2** | Literacy focus:<br>› Basic Comprehension (Understanding Song)<br>· Formative Assessment 2 | Literacy focus:<br>› Basic Comprehension<br>· Formative Assessment 2 | Literacy focus:<br>› Basic Comprehension<br>· Formative Assessment 2 | Literacy focus:<br>› Basic Comprehension<br>· Formative Assessment 2 |
| **Summative Task** | Summative Assessment 1 | Summative Assessment 1 | Summative Assessment 1 | Summative Assessment 1 |

## TERM 2

| | Literacy | English | Maths | Health |
|---|---|---|---|---|
| **Term 2 Week 1–5**<br>**SPRINT 3** | Literacy focus:<br>› Complex Comprehension (Stories around the world)<br>· Formative Assessment 3 | Literacy focus:<br>› Complex Comprehension<br>· Formative Assessment 3 | Literacy focus:<br>› Complex Comprehension<br>· Formative Assessment 3 | Literacy focus:<br>› Complex Comprehension<br>· Formative Assessment 3 |
| **Term 2 Week 5–10**<br>**SPRINT 4** | Literacy focus:<br>› Sentence Structure (Seasonal Calendar)<br>· Formative Assessment 4 | Literacy focus:<br>› Sentence Structure<br>· Formative Assessment 4 | Literacy focus:<br>› Sentence Structure<br>· Formative Assessment 4 | Literacy focus:<br>› Sentence Structure<br>· Formative Assessment 4 |
| **Summative Task** | Summative Assessment 2 | Summative Assessment 2 | Summative Assessment 2 | Summative Assessment 2 |

## TERM 3

| | Literacy | English | Maths | Health |
|---|---|---|---|---|
| Term 3 Week 1–5 SPRINT 5 | Literacy focus:<br>› Tense in Sentences (Australian Adaptations and Environments)<br>· Formative Assessment 5 | Literacy focus:<br>› Tense in Sentences<br>· Formative Assessment 5 | Literacy focus:<br>› Tense in Sentences<br>· Formative Assessment 5 | Literacy focus:<br>› Tense in Sentences<br>· Formative Assessment 5 |
| Term 3 Week 5–10 SPRINT 6 | Literacy focus:<br>› Punctuation in Sentences (Analysing Art)<br>· Formative Assessment 6 | Literacy focus:<br>› Punctuation in Sentences<br>· Formative Assessment 6 | Literacy focus:<br>› Punctuation in Sentences<br>· Formative Assessment 6 | Literacy focus:<br>› Punctuation in Sentences<br>· Formative Assessment 6 |
| Summative Task | Summative Assessment 3 | Summative Assessment 3 | Summative Assessment 3 | Summative Assessment 3 |

## TERM 4

| | Literacy | English | Maths | Health |
|---|---|---|---|---|
| Term 4 Week 1–5 SPRINT 7 | Literacy focus:<br>› Connecting Ideas into Paragraphs (Connecting with Culture)<br>· Formative Assessment 7 | Literacy focus:<br>› Connecting Ideas into Paragraphs<br>· Formative Assessment 7 | Literacy focus:<br>› Connecting Ideas into Paragraphs<br>· Formative Assessment 7 | Literacy focus:<br>› Connecting Ideas into Paragraphs<br>· Formative Assessment 7 |
| Term 4 Week 5–10 SPRINT 8 | Literacy focus:<br>› Structural Features (Social Media)<br>· Formative Assessment 8 | Literacy focus:<br>› Structural Features<br>· Formative Assessment 8 | Literacy focus:<br>› Structural Features<br>· Formative Assessment 8 | Literacy focus:<br>› Structural Features<br>· Formative Assessment 8 |
| Summative Task | Summative Assessment 4 | Summative Assessment 4 | Summative Assessment k 4 | Summative Assessment 4 |

| NOTE | HEAL subjects are backward mapped from SACE Stage 1 course subject outlines and students who meet the Performance Standards will be resulted with NTCET credit/s. |
|---|---|

# Operation

NTSDE has established expectations for the Home School, the Home School teacher, the NTSDE teacher and the Third Teacher (learning environment), to ensure the program is delivered as intended. These expectations are unpacked with the Home School coordinator and NTSDE coordinator prior to enrolment in the HEAL Project. By enrolling in the HEAL Project, Home Schools are committing to the following expectations outlined in the matrix below.

## Home School

For students to be successful the Home Schools will have the following:

### TIMETABLE
· Clear, structured routine
· Consistent
· Visible on the wall

### BLOCKS OF TIME FOR HEAL
· Weekly online session for each subject
· Online session clearly identified on timetable

### TIME ALLOCATION
· Four hours/week English
· Four hours/week Literacy
· Four hours/week Math
· Four hours/week Health

### RESOURCES – STUDENTS HAVE:
· Laptops
· Headsets
· Dedicated HEAL space
· Active ePass
· Access to emails, Compass, Zoom and Moodle

### DEDICATED
· Teacher/support in each class/HEAL lesson

### COMPASS
· Use compass to access student data

### HOME SCHOOL TEACHERS WILL ATTEND:
· Online Clarifying Professional Development (PD) Week 1 of each term
· Online Clarifying PD Week 6 of each term
· Online Moderation sessions
· Two days face to face PD

### COMMITMENT TO PROGRAM
· Ten weeks to complete unit
· Formative tasks due Week 4 and 7
· Summative task due Week 9

## Home School Teacher

For students to be successful the Home School teacher will:

### TIMETABLE
· Have class timetable visible on the wall
· Unpack the class timetable with the students
· Stick to the timetable

### KNOW
· The content of each HEAL subject
· Students EAL/D Levels

### TEACH
· The HEAL program using the structure and access resources through Moodle
· Students to work in Moodle to access resources, complete activities and upload work
· Students to participate in the IOLs each week
· Encourage students to be communicating with their teacher in Darwin through online forums
· Home School teacher to annotate student work and provide feedback to students as students are completing their assessments

### UNPACK WITH STUDENTS
· How to access and navigate Compass, Moodle and their laptop
· Learning Intentions and Success Criteria
· Content
· Formative assessment requirements
· Summative assessment requirements
· Performance standards
· Timelines

### ATTEND
· Online Clarifying PD Week 1 of each term
· Online Clarifying PD Week 6 of each term
· Online Moderation

### ZOOM
· Fortnightly meeting with NTSDE teacher
· Participate in Regional Collaboration Hub
· Space, laptops and headsets ready for weekly IOLs for students with NTSDE teacher

## NTSDE Teacher

For schools, teachers and students to be successful the NTSDE teacher will:

### RELATIONSHIPS
· Weekly/fortnightly meeting with Home School teacher via Zoom
· Participate in the Regional Collaboration Hubs

### PROFESSIONAL DEVELOPMENT
· Present Online Clarifying sessions
· Participate in Moderation
· Deliver two days PD (Alice Springs and Katherine)

### RESOURCES
· Develop Moodle courses
· Unpack resources and content
· Provide clarifying sessions regarding marking to SACE performance standards

### DIRECT LESSONS
· Offer 60 minute IOLs each week per subject (can be two 30 minute sessions)

### COMMITMENT TO PROGRAM
· Formative task completed in Week 4 and 7
· Summative task completed in Week 9
· Maximising student pathway to NTCET completion

### DATA
· EAL/D data
· Moodle Analytics
· Traffic Light data
· Assessment tasks and due dates on Compass
· Results on Compass
· Chronicles on Compass

## Third Teacher

For students to be successful the classroom environment needs the following on the walls:

### ROOM
· Room needs to be large enough to accommodate students
· Where disruptions and distractions can be kept to a minimum

### ICT
· Room is furnished with required ICT/connectivity
· Students each have a laptop with headphones

### TIMETABLE
· Subject timetable clearly visible

### TIMELINE
· Data timeline so students can see what they are required to do and when – e.g. due dates, tracking for formative and summative assessments

### NTCET TRACKING
· NTCET patterns for each student up on the wall with student photos
· Student profiles clearly visible

### NTSDE TEACHING TEAM
· Photos on the wall with the teachers contact details

### PROTOCOLS
· Classroom expectations are clearly visible

### WORD WALLS
· Used and referred to often
· Culturally appropriate material are visible in classroom
· Student profiles clearly visible
· Student work visible
· Task exemplars visible

**NTSDE**
'Education Wherever You Are'
NT School of Distance Education

**Vision** | Create an inclusive learning community that inspires students to achieve their educational goals, aspirations and potential as local and global citizens.
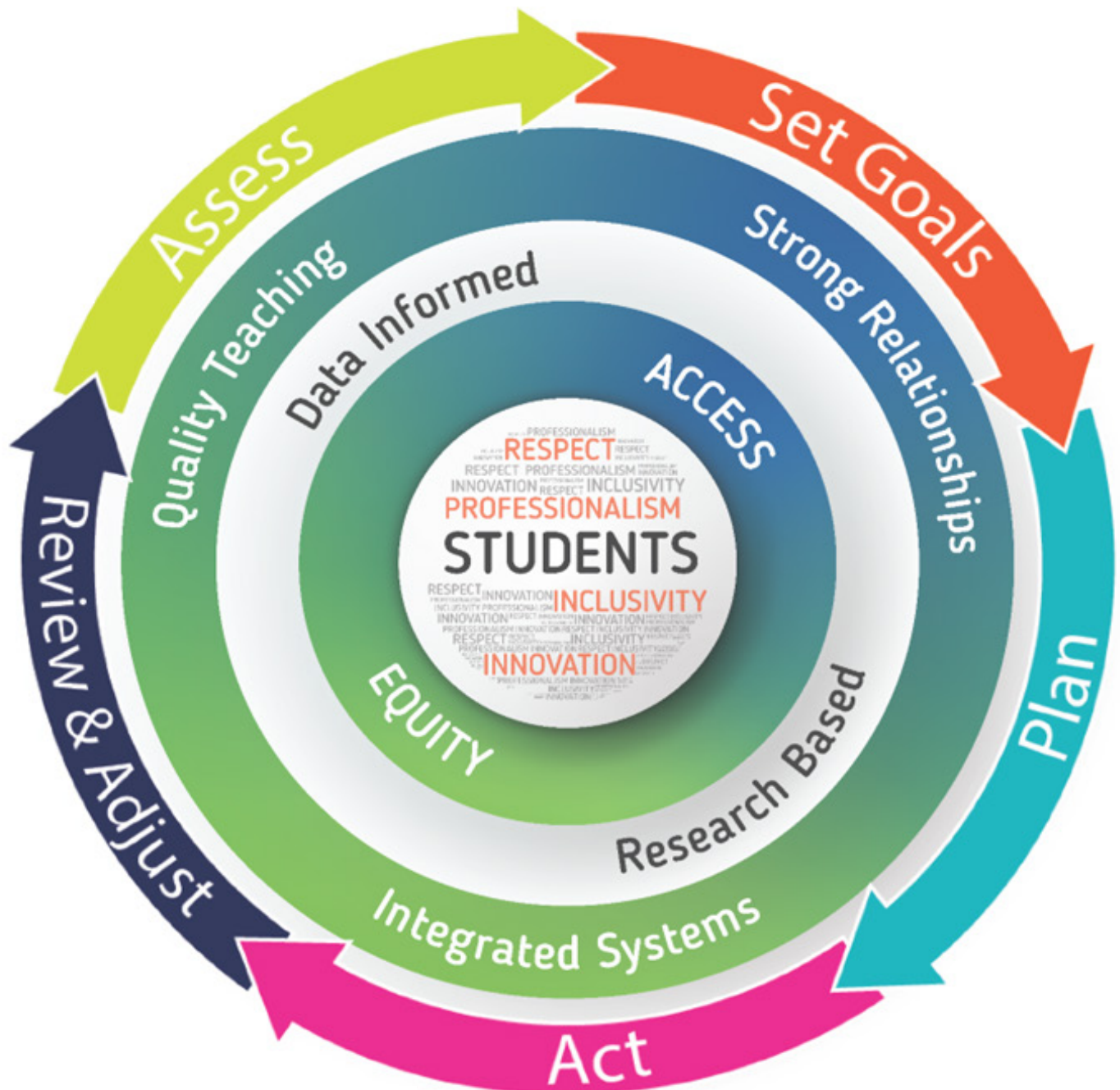


## Quality Education Wherever You Are!

# Learning Area Subject Lists

FURTHER INFORMATION ABOUT STUDYING SACE SUBJECTS CAN BE FOUND HERE:
WWW.SACE.SA.EDU.AU/STUDYING/SUBJECTS

FURTHER INFORMATION ABOUT STUDYING THE F-10 AUSTRALIAN CURRICULUM, CAN BE FOUND HERE:
V9.AUSTRALIANCURRICULUM.EDU.AU

# Arts
# Pathways

MUSIC › CREATIVE ARTS › VISUAL ARTS

## NTCET Completion

### 1st year

**1ILN10V** Stage 1 IL-Art V
10 Credit › Semester 1 or 2

**1ILN101Q** Stage 1 IL-Music Q
10 Credit › Semester 1 or 2

**1CVA10B** Stage 1 Creative Arts B
10 Credit › Semester 1 or 2

**1CVA10C** Stage 1 Creative Arts C
10 Credit › Semester 1 or 2

### 2nd year

**1CVA10A** Stage 1 Creative Arts A
10 Credit › Semester 1 or 2

**1CVA10B** Stage 1 Creative Arts B
10 Credit › Semester 1 or 2

**1VAA10A** Stage 1 Visual Arts A – Photography
10 Credit › Semester 1 or 2

**1VAA10B** Stage 1 Visual Arts B – Drawing
10 Credit › Semester 1 or 2

**1MXE10A** Stage 1 Music Experience A
10 Credit › Semester 1

**1MXE10B** Stage 1 Music Experience B
10 Credit › Semester 2

**1MVD10A** Stage 1 Music Advanced A
10 Credit › Semester 1

**1MVD10B** Stage 1 Music Advanced B
10 Credit › Semester 2

**2CVA10A** Stage 2 Creative Arts A
10 Credit › Semester 1

**2CVA20A** Stage 2 Creative Arts A
20 Credit › Full Year

### 3rd year

**2VAA10A** Stage 2 Visual Arts A
10 Credit › Semester 1

**2VAA20A** Stage 2 Visual Arts A
20 Credit › Full Year

**2PRC20A** Stage 2 Art Connections A
20 Credit › Full Year

**2CVA10A** Stage 2 Creative Arts A
10 Credit › Semester 1

**2CVA20A** Stage 2 Creative Arts A
20 Credit › Full Year

**2MEX20A** Stage 2 Music Explorations A
20 Credit › Full Year

**2MSI20A** Stage 2 Music Studies A
20 Credit › Full Year

**2MEB10A** Stage 2 Music Performance Ensemble A
10 Credit › Semester 1

**2MSO10A** Stage 2 Music Performance – Solo A
10 Credit › Semester 1

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**Pathway**
Student cohort
EAL/D BL1–EAL/D LEVEL 4

**Pathway**
Student cohort
EAL/D LEVEL 4 Achieved+

**Pathway**
Student cohort
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements.

**Pathway**
Student cohort
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements.

This symbol indicates that practical tasks (eg cooking, playing sports and doing science experiments) is a vital part of this course.
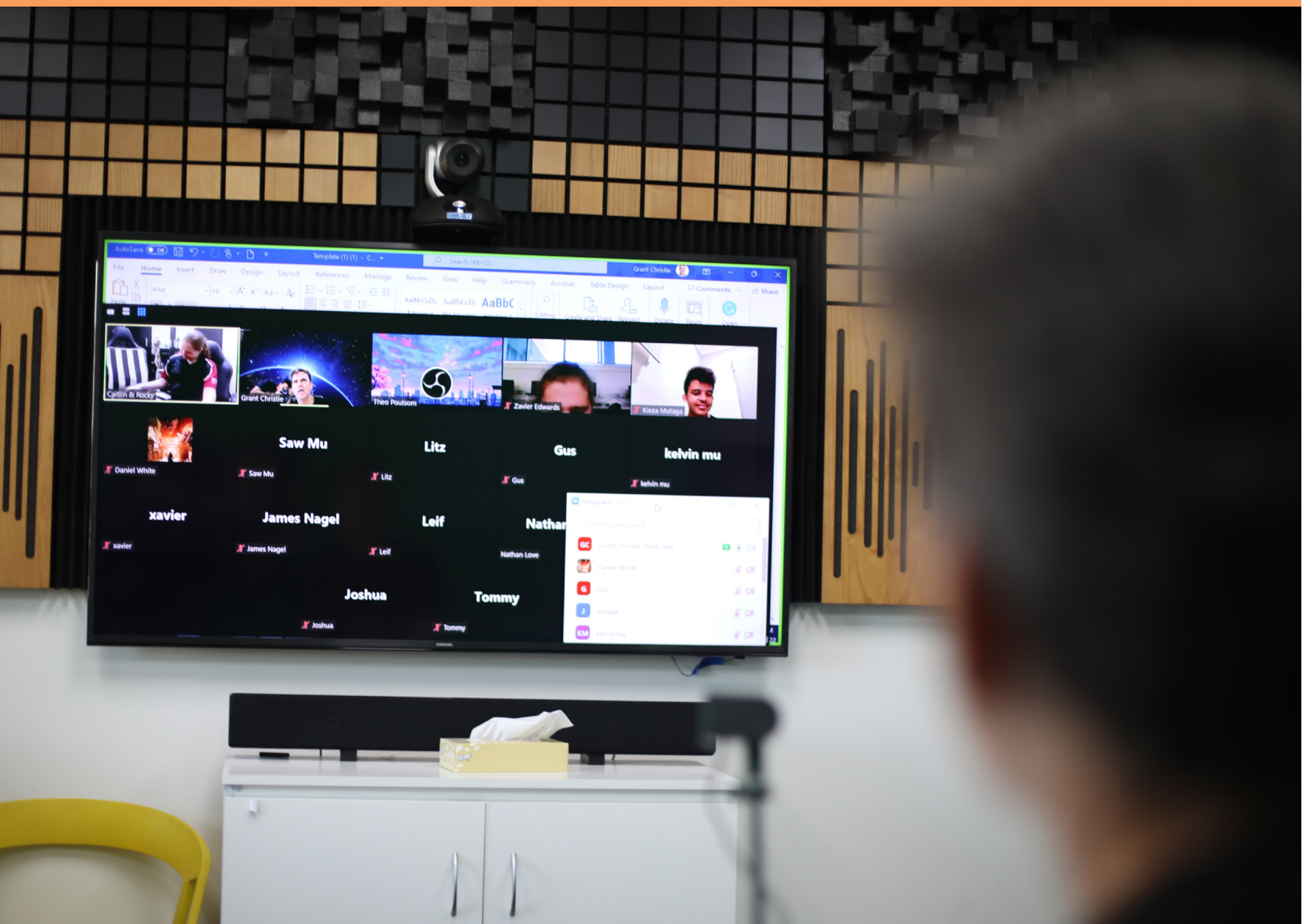
This symbol indicates the subject has an electronic exam.

# Business Enterprise and Technology Pathways

ACCOUNTING > GAMING > DRONES > WORKPLACE PRACTICES > INDUSTRY CONNECTIONS
DIGITAL TECHNOLOGY

## NTCET Completion

### 1st year

**03DP00A** 3D Printing Short Course A
0 Credit › Semester 1 or 2
●

**0GAM00A** Gaming Short Course A
0 Credit › Semester 1 or 2
●

**0DRO00A** Drones Short Course A
0 Credit › Semester 1 or 2
●

**1IES10A** Stage 1 Game Architecture A
10 Credit › Semester 1
● ●

**1IES10B** Stage 1 Game Architecture B
10 Credit › Semester 2
● ●

### 2nd year

**1WPS10A** Stage 1 Workplace Practices A
10 Credit › Semester 1 or 2
● ●

**1IES10A** Stage 1 Game Architecture A
10 Credit › Semester 1
● ●

**1IES10B** Stage 1 Game Architecture B
10 Credit › Semester 2
● ●

**1ACO10A** Stage 1 Accounting A
10 Credit › Semester 1 or 2
● ●

**1ILN10D** Stage 1 IL–Drivers Ed D
10 Credit › Semester 1 or 2
● ●

**1DCS10A** Stage 1 Drones A
10 Credit › Semester 2
● ✋

**1IPR10A** Stage 1 Information Processing
and Publishing A
10 Credit › Semester 1 or 2
● ●

**1DGT10A** Stage 1 Digital Technologies A
10 Credit › Semester 1

**1DGT10B** Stage 1 Digital Technologies B
10 Credit › Semester 2
● ●

### 3rd year

**2WPA10A** Stage 2 Workplace Practices A
10 Credit › Full Year
● ● ●

**2WPA20A** Stage 2 Workplace Practices A
20 Credit › Full Year
● ● ●

**2ICB10A** Stage 2 Industry Connections A
10 Credit › Full Year
● ●

**2ICB20A** Stage 2 Industry Connections A
20 Credit › Full Year
● ●

**2PRC20D** Stage 2 Drone Connections  D
20 Credit › Full Year
● ✋

**2ACO20A** Stage 2 Accounting A
20 Credit › Full Year
● ● 🖥

**2IDC20W** Stage 2 Workplace Practices
Connections W
20 Credit › Full Year
● ●

**2STC20A** Stage 2 Game Architecture
Connections A
20 Credit › Full Year
●

**2IES20A** Stage 2 IES Game Production A
20 Credit › Full Year
● ●

# English Pathways

LITERACY › ESSENTIAL › ENGLISH

## NTCET Completion

| HEAL Project | 1st year | 2nd year | 3rd year |
|---|---|---|---|

**OHLE00A HEAL Literacy A**
0 Credit › Full Year
●

**OHLE00A HEAL Essential English A**
0 Credit › Full Year
●

**1ETE10A Stage 1 Essential English A**
10 Credit › Semester 1
● ● ●

**1ETE10B Stage 1 Essential English B**
10 Credit › Semester 2
● ● ●

**1ETE20A Stage 1 Essential English A**
20 Credit › Full Year
● ●

**0ESH00A Year 10 English A**
0 Credit › Semester 1
● ●

**0ESH00B Year 10 Pre English B**
0 Credit › Semester 2
● ●

**1ETE10C Stage 1 Essential English C**
10 Credit › Semester 1
● ● ●

**1ETE10D Stage 1 Essential English D**
10 Credit › Semester 2
● ● ●

**1ESH10A Stage 1 English A**
10 Credit › Semester 1
●

**1ESH10B Stage 1 English B**
10 Credit › Semester 2
●

**2ETE20A Stage 2 Essential English A**
20 Credit › Full Year
● ●

**2ESH20A Stage 2 English A**
20 Credit › Full Year
● ●

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**Pathway**
Student cohort
EAL/D BL1–EAL/D LEVEL 4
●

**Pathway**
Student cohort
EAL/D LEVEL 4 Achieved+
●

**Pathway**
Student cohort
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements.
●

**Pathway**
Student cohort
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements.
●

# Health and Physical Education Pathways

HEALTH › PHYSICAL EDUCATION ›
CHILD STUDIES › FOOD AND HOSPITALITY › CAMP

## NTCET Completion

### HEAL Project

**OHLH00A** HEAL Health A
0 Credit  ›  Full Year
●

### 1st year

**1ILN10C** Stage 1 IL-Camp C
10 Credit  ›  Semester 1
● ● ● 🖐 ⛺

**1HEW10A** Stage 1 Health and Wellbeing A
10 Credit  ›  Semester 1
● ● ● 🖐

**1HEW10B** Stage 1 Health and Wellbeing B
10 Credit  ›  Semester 2
● ● ● 🖐

**1PHD10A** Stage 1 Physical Education A
10 Credit  ›  Semester 1
● ● ● 🖐

**1PHD10B** Stage 1 Physical Education B
10 Credit  ›  Semester 2
● ● ● 🖐

**1CSD10A** Stage 1 Child Studies A
10 Credit  ›  Semester 1 or 2
● ● ● 🖐

**1FOH10A** Stage 1 Food and Hospitality A
10 Credit  ›  Semester 1 or 2
● ● ● 🖐

### 2nd year

**1HEW10A** Stage 1 Health and Wellbeing A
10 Credit  ›  Semester 1
● ● ● 🖐

**1HEW10B** Stage 1 Health and Wellbeing B
10 Credit  ›  Semester 2
● ● ● 🖐

**1PHD10A** Stage 1 Physical Education A
10 Credit  ›  Semester 1
● ● ● 🖐

**1PHD10B** Stage 1 Physical Education B
10 Credit  ›  Semester 2
● ● ● 🖐

**1CSD10A** Stage 1 Child Studies A
10 Credit  ›  Semester 1 or 2
● ● ● 🖐

**1FOH10A** Stage 1 Food and Hospitality A
10 Credit  ›  Semester 1 or 2
● ● ● 🖐

### 3rd year

**2HEW20A** Stage 2 Health and Wellbeing A
20 Credit  ›  Full Year
● ● 🖐

**2PHD20A** Stage 2 Physical Education A
20 Credit  ›  Full Year
● ● 🖐

**2ILB20S** Stage 2 IL-Sports Studies S
20 Credit  ›  Full Year
● ● ● 🖐

**2ILA20C** Stage 2 IL-Child Studies C
20 Credit  ›  Full Year
● ● ● 🖐

**2STC20F** Stage 2 Food and Hospitality Connections F
20 Credit  ›  Full Year
● ● 🖐

**2PRC20H** Stage 2 Health and Wellbeing Connections H
20 Credit  ›  Full Year
● ● 🖐

**2IDC20C** Stage 2 Child Studies Connections C
20 Credit  ›  Full Year
● ● 🖐

**2STC20S** Stage 2 Physical Education Connections
20 Credit  ›  Full Year
● ● 🖐

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**Pathway** ●
Student cohort
EAL/D BL1–EAL/D LEVEL 4

**Pathway** ●
Student cohort
EAL/D LEVEL 4 Achieved+

**Pathway** ●
Student cohort
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements.

**Pathway** ●
Student cohort
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements.

🖐 This symbol indicates that practical tasks (eg cooking, playing sports and doing science experiments) is a vital part of this course.

⛺ This symbol indicates Year 10 students will be required to attend a three day camp Week 7 Term 2. Costs to be confirmed. 10 credits at Stage 1 will be awarded after attending and successfully completing the requirements of camp.

# Humanities and Social Sciences Pathways

LEGAL STUDIES 〉 GEOGRAPHY 〉
MODERN HISTORY 〉 SOCIETY AND CULTURE 〉 ECONOMICS

## NTCET Completion

### 1st year

**1MOD10A** Stage 1 Modern History A
10 Credit › Semester 1
● ●

**1MOD10B** Stage 1 Modern History B
10 Credit › Semester 2
● ●

### 2nd year

**1MOD10A** Stage 1 Modern History A
10 Credit › Semester 1
● ●

**1MOD10B** Stage 1 Modern History B
10 Credit › Semester 2
● ●

**1GHY10A** Stage 1 Geography A
10 Credit › Semester 1 or 2
● ●

**1LES10A** Stage 1 Legal Studies A
10 Credit › Semester 1
● ●

**1LES10B** Stage 1 Legal Studies B
10 Credit › Semester 2
● ●

**1ENO10A** Stage 1 Economics A
10 Credit › Semester 1 or 2
● ●

### 3rd year

**2MOD20A** Stage 2 Modern History A
20 Credit › Full Year
● 🖥

**2LES20A** Stage 2 Legal Studies A
20 Credit › Full Year
● ● 🖥

**2ENO20A** Stage 2 Economics A
20 Credit › Full Year
● ● 📄

**2HSC20H** Stage 2 Society and Culture Connections H
20 Credit › Full Year
● ●

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**Pathway**
Student cohort
EAL/D BL1–EAL/D LEVEL 4 ●

**Pathway**
Student cohort
EAL/D LEVEL 4 Achieved+ ●

**Pathway**
Student cohort
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements. ●

**Pathway**
Student cohort
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements. ●

📄 This symbol indicates the subject has a written exam.

🖥 This symbol indicates the subject has an electronic exam

# Mathematics Pathways

ESSENTIAL › GENERAL › METHODS › SPECIALIST

## NTCET Completion

| HEAL Project | 1st year | 2nd year | 3rd year |
|---|---|---|---|

**HEAL Project**

OHLN00A HEAL Numeracy A
0 Credit › Full Year
●

**1st year**

1MEM20A Stage 1 Essential Mathematics A
20 Credit › Full Year
● ●

1MEM10A Stage 1 Essential Mathematics A
10 Credit › Semester 1
● ● ●

1MEM10B Stage 1 Essential Mathematics B
10 Credit › Semester 2
● ● ●

0MGM00A Year 10 Mathematics A
0 Credit › Semester 1
● ●

0MGM00B Year 10 Pre-General Mathematics B
0 Credit › Semester 2
● ●

0MAM00B Year 10 Pre-Mathematical Methods B
0 Credit › Semester 2
● ●

0PSM00A Pre Specialist Mathematics Short Course
0 Credit › Semester 2
● ●

**2nd year**

1MEM10C Stage 1 Essential Mathematics C
10 Credit › Semester 1
● ●

1MEM10D Stage 1 Essential Mathematics D
10 Credit › Semester 2
● ●

1MGM10A Stage 1 General Mathematics A
10 Credit › Semester 1
● ● ⊞

1MGM10B Stage 1 General Mathematics B
10 Credit › Semester 2
● ● ⊞

1MAM10A Stage 1 Mathematics-Methods A
10 Credit › Semester 1
● ⊞

1MAM10B Stage 1 Mathematics-Methods B
10 Credit › Semester 2
● ⊞

1MAM10D Stage 1 Mathematics-Specialists D
10 Credit › Semester 1
● ⊞

1MAM10E Stage 1 Mathematics-Specialists E
10 Credit › Semester 2
● ⊞

**3rd year**

2MEM20A Stage 2 Essential Mathematics A
20 Credit › Full Year
● ● ⊞ 📄

2MGM20A Stage 2 General Mathematics A
20 Credit › Full Year
● ⊞ 📄

2MHS20A Stage 2 Mathematical Methods A
20 Credit › Full Year
● ⊞ 📄

2MSC20A Stage 2 Specialist Mathematics A
20 Credit › Full Year
● ⊞ 📄

2PRC20M Stage 2 Mathematical Connections M
20 Credit › Full Year
● ⊞

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**Pathway**
Student cohort
EAL/D BL1-EAL/D LEVEL 4 ●

**Pathway**
Student cohort
EAL/D LEVEL 4 Achieved+ ●

**Pathway**
Student cohort
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements. ●

**Pathway**
Student cohort
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements. ●

⊞ This symbol indicates that a graphics calculator (e.g. Casio FX-CG50AU) is required for this course. Consult with the teacher prior to commencement to determine the most suitable option.

📄 This symbol indicates the subject has a written exam.

# Sciences Pathways

SCIENCE 〉 SCIENTIFIC STUDIES 〉 BIOLOGY
〉 CHEMISTRY 〉 PHYSICS

# NTCET Completion

| 1st year | 2nd year | 3rd year |
|---|---|---|

**0SCI00A** Year 10 Science A
0 Credit › Semester 1
● ● ✋

**0SCI00B** Year 10 Science B
0 Credit › Semester 2
● ● ✋

**1STU10A** Stage 1 Scientific Studies A
10 Credit › Semester 1 or 2
● ● ✋

**1ILN10E** Stage 1 IL-Environment E
10 Credit › Semester 1 or 2
● ● ●

**1STU10A** Stage 1 Scientific Studies A
10 Credit › Semester 1 or 2
● ● ✋

**1BGY10A** Stage 1 Biology A
10 Credit › Semester 1
● ● ✋

**1BGY10B** Stage 1 Biology B
10 Credit › Semester 2
● ● ✋

**1CEM10A** Stage 1 Chemistry A
10 Credit › Semester 1
● ● ✋

**1CEM10B** Stage 1 Chemistry B
10 Credit › Semester 2
● ● ✋

**1PYI10A** Stage 1 Physics A
10 Credit › Semester 1
● ● ✋

**1PYI10B** Stage 1 Physics B
10 Credit › Semester 2
● ● ✋

**2STU20A** Stage 2 Scientific Studies A
20 Credit › Full Year
● ● ✋

**1ILN10E** Stage 1 IL-Environment E
10 Credit › Semester 1 or 2
● ● ●

**2STU20A** Stage 2 Scientific Studies A
20 Credit › Full Year
● ● ✋

**2BGY20A** Stage 2 Biology A
20 Credit › Full Year
● ● ✋ 🖥

**2CEM20A** Stage 2 Chemistry A
20 Credit › Full Year
● ● ✋ 📝

**2PYI20A** Stage 2 Physics A
20 Credit › Full Year
● ● ✋ 📝

---

**Pathway** ●
Student cohort
EAL/D BL1–EAL/D LEVEL 4

**Pathway** ●
Student cohort
EAL/D LEVEL 4 Achieved+

**Pathway** ●
Student cohort
Above the NT average for NAPLAN Year 9 or equivalent and meet each subjects prerequisite learning requirements.

**Pathway** ●
Student cohort
At level for NAPLAN Year 9 or equivalent and meets each subjects prerequisite learning requirements.

✋ This symbol indicates that practical tasks (eg cooking, playing sports and doing science experiments) is a vital part of this course.

📝 This symbol indicates the subject has a written exam.

🖥 This symbol indicates the subject has an electronic exam

# Self-directed and Cross-disciplinary Learning

## EXPLORING IDENTITIES AND FUTURES

### 1EIF10A

This Stage 1 10 credit course is a compulsory requirement for NTCET Completion and replaces the course known as Personal Learning Plan (PLP).

Stage 1 EIF supports students to create a future vision for themselves, exploring who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

## CROSS DISCIPLINARY

Students undertake a school-developed program around a chosen learning interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course.

The learning interest is a practical or theoretical challenge, topic, or issue that extends throughout the program.

## COMMUNITY CONNECTIONS

Community Connections is a 10-credit subject or a 20 credit subject at Stage 2.

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

School and external assessment materials for Stage 2 Community Connections will be submitted for online moderation and online marking.

**Note –** Community Connections does not contribute to an ATAR.

## COMMUNITY LEARNING

Community learning includes community-developed programs and self-directed programs approved by the SACE Board.

Students can count up to 90 credits of community learning at Stage 1 and/or Stage 2.

### COMMUNITY-DEVELOPED PROGRAMS

Community-developed programs include programs developed by organisations such as The Duke of Edinburgh's International Award, Australian Army, Air Force Cadets or St John Ambulance Australian Cadets. A list of approved programs can be found in the link at the bottom of the page.

NTSDE is a Duke of Edinburgh Award Centre and has a teacher dedicated to supporting students through this.

### SELF-DIRECTED PROGRAMS

Individual students can participate in activities that are not formally accredited. Examples of this include:

- creating media productions (e.g. films, websites) outside school
- performing in sport at an elite level or officiating at sporting events
- planning and coordinating community events
- taking a leadership role in community groups
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

Students need to work with NTSDE staff and complete an interview to have their self-directed community learning recognised as part of the SACE. NTSDE can support schools to conduct these interviews.

However, recognition of community learning is not granted for any of the compulsory parts of the NTCET – EIF, the literacy or numeracy requirements, or the requirement for 60 credits at C- grade or better at Stage 2.

For more information on community learning, please follow this link: www.sace.sa.edu.au/studying/recognised-learning/community-learning#Help-and-support

## NTSDE

'Education Wherever You Are'

NT School of Distance Education

2024
**Subject
Handbook**