KATHERINE HIGH SCHOOL

HANDBOOK

Year 12

2010

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
CURRICULUM STATEMENT	4
NORTHERN TERRITORY CERTIFICATE OF EDUCATION (NTCE)	5
NTCE PATTERN REQUIREMENTS	6
CRITERIA FOR STAGE TWO COURSE GROUPINGS	7
ASSESSMENT AND CERTIFICATION FOR THE NTCE	8
ENTRY INTO UNIVERSITY	9
HOW TO DECIDE MY PATHWAY	9
RESULTS CHECK FOR MY PATTERN	10

COURSES FOR 2010

THE ARTS, HOME ECONOMICS AND TECHNOLOGY	11
ENGLISH/ENGLISH AS A SECOND LANGUAGE	18
LANGUAGES	22
MATHEMATICS	25
PHYSCIAL EDUCATION	30
SCIENCE	32
STUDIES OF SOCIETY AND THE ENVIRONMENT	38
VOCATIONAL EDUCATION AND TRAINING	46

NOTES

KATHERINE HIGH SCHOOL

KNOWLEDGE HONOUR SUCCESS

ABOUT US

Our vision is to supply a high quality and appropriate learning environment to all students in our charge and to have those students develop to their fullest potential in a school culture which is dynamic, safe, supportive and future oriented.

Katherine High has operated as a comprehensive high school since 1978. During that time it has provided courses drawn from all the faculty areas to ensure a broad education for all students. Former students have gone on to lead full and successful lives.

In line with our vision we attempt to provide opportunities for all of our students. This has resulted in a range of initiatives, each one tailored to meet the needs of the particular group. Following are some of our current offerings. These will change as the interests and needs of our students change. We offer an intensive learning unit, vocational education for years 9 - 12 including school-based apprenticeships, ESL/ESD programs, years 7, 8 - 9 integrated studies and annual camps. We have a strong sporting and arts tradition with our sporting, music and dance teams always acquitting themselves with distinction. We offer a full NTCE using the services of NTOEC when student numbers are too small to sustain a class, active careers counselling, supportive student welfare team, discipline system based upon restorative justice principles, and junior and senior student executives.

CURRICULUM STATEMENT

Katherine High School places achievement in studies high on our list of goals.

Stage 1 and 2 is the culmination of many years of effort in school. It can be a rewarding time, one that will carry with it many memories. It is important that you re-evaluate the decisions you made when beginning senior secondary studies and to make changes in subject choices, if necessary, to ensure a successful completion of the final year of school. Make sure that you are studying subjects you will enjoy and that you have thoroughly researched your future pathways so that your year 12 year gives you the best possible grounding for your future pathways.

Remember that year 11 and 12 are hard work, which requires consistent effort; you need to be organised from day one. Remember too that you are not in this alone; this is a partnership between students, teachers and parents/guardians. We look forward to working with you in an endeavour to develop your full potential.

NORTHERN TERRITORY CERTIFICATE OF EDUCATION (NTCE)

A NOTE to REMEMBER:

The Northern Territory Certificate of Education requirements are governed by the SACE Board of South Australia. The SACE Board is an independent authority of the South Australian government. It serves year 11 and year 12 students in all schools within NT and SA.

For further information please locate the following website: http://www.saceboard.sa.edu.au/

Policy

The NTCE is a completion certificate which covers two or more years of study (normally years 11 and 12). The certificate involves two levels of study, referred to as Stage 1 (equivalent to year 11) and Stage 2 (equivalent to year 12).

Purpose of the NTCE

The NTCE aims to:

- cater for a wide range of abilities;
- provide opportunities to specialise or experience a broad range of curriculum;
- provide a pathway from school to work or further education including university degree courses of study.

Features of the NTCE

The curriculum is divided into units of study at two stages. Each unit of study is approximately sixty hours in length. Most students take twelve units in Stage 1 (year 11) and ten units in Stage 2 (year 12). This leads to a total of twenty-two units over the two (or more) years of study. Of these ten Stage 2 units, six must be 2-unit sequences (i.e. equivalent of three full-year subjects).

All students wishing to go onto **higher education with a Tertiary Entrance Rank**
must choose
5 x 2 unit (in sequence) Stage 2 units of either
HESS General or HESS Restricted subjects (scaleable units).

There are compulsory patterns of study at Stage 1 and Stage 2[1].

In Stage 1 the following pattern of study is required:

- two units of English or English as a Second Language;
- one unit of Mathematics;
- two units of Group 1 (Arts/Humanities/Social and Cultural Studies);
- two units of Group 2 (Maths/Science/Technology).

This is a total of 7 compulsory units.

In Stage 2 the following is required:

- a two-unit sequence in a Group 1 (Language Rich) subject;
- a two-unit sequence in a Group 2 (Quantitative/Experimental) subject;
- one additional two-unit sequence.

This is a total of 6 compulsory units.

[1] Stage 1 and Stage 2 units are accredited by the Senior Secondary Assessment Board of South Australia.

The Current NTCE Pattern:

STAGE 1 **FREE CHOICE** **STAGE 2**[§]

Stage 1 ***and / or*** Stage 2 English* 2 units	Group1† 1 unit	Group 2‡ 1 unit	Maths 1 unit	Free Choice	Free Choice	Free Choice	Free Choice	2 unit sequence Group 1	2 unit sequence Group 2	2 unit sequence
Group 1† 1 unit Group 2‡ 1 unit	Group1† 1 unit	Group 2‡ 1 unit	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice			

This diagram represents the 22 units that you are required to undertake when you study the NTCE. Note the following:

* This requirement can be met through English, English as a Second Language, English as Second Language Studies, English Communications, English Studies, and Communication for the Hearing-impaired or accredited VET subjects.

† The arts/humanities/social and cultural studies group.
‡ The mathematics/science/technology group. § Stage 2 studies must include 2 units from Group 1 and 2 units from Group 2

Students must gain satisfactory achievement in at least 16 of the 22 units required for the NTCE.

All students wishing to go onto **higher education with a Tertiary Entrance Rank**
must choose
5 x 2 unit (in sequence) Stage 2 units of either
HESS or HESS Restricted subjects (scaleable units).

CRITERIA FOR STAGE ONE COURSE GROUPINGS

GROUP 1: ARTS/HUMANITIES/SOCIAL and CULTURAL STUDIES

Group 1 subjects place a major emphasis on developing students' ability to:

- understand the organisational and stylistic features of a range of activities within one or more cultures;
- consider how cultures are developed and expressed;

and either

- understand how people and societies behave;

or

- express their cultural understanding through artistic activities.

Group 1 courses will engage students in activities which include:

- the discussion of ideas, information, theories, and events relating to their culture or society;
- the development of a repertoire of skills to express their understanding of culture or society;
- the experience of social-cultural ideas and events.

Group 2: MATHEMATICS/SCIENCE/TECHNOLOGY

Group 2 subjects place a major emphasis on developing students' ability to:

- manage and manipulate quantitative data and ideas;
- appreciate general principles relating to the functioning of mathematics, science and technology in society;
- understand the quantitative techniques used in mathematics, science and technology;
- apply elementary practical techniques used in mathematics, science and technology.

Group 2 courses will engage students in activities which include:

- using experimental techniques associated with physical events in the world and physical properties of the world;
- using quantitative methods to analyse those events and properties;
- directly manipulating data, ideas and events.

The classification of subjects for NTCE purposes as arts/humanities/social and cultural studies or mathematics/science/technology does not reflect on the status of any subject. It is simply a classification used to determine whether or not students have satisfied NTCE requirements for the inclusion of studies that have particular qualities considered important for a balanced education.

VOCATIONAL EDUCATION AND TRAINING

VET refers to the curriculum accredited by the vocational education and training sector. VET courses are designed to give students practical work-based educational experiences within real-life work contexts. These courses are nationally accredited by industry and count as subjects within the NTCE. All VET-in-Schools programmes are linked to further training programmes, including school-based apprenticeships.

Students can be granted up to 12 units of credit towards the NTCE for successfully completed VET studies. Fifty hours of off-the-job training in VET is granted as credit for one NTCE unit.

ASSESSMENT AND CERTIFICATION FOR THE NTCE

Recorded Achievement (RA)

A result of 'recorded achievement' against a unit means that:

- at Stage 1 – the student has demonstrated evidence of achievement that is equivalent to a score of between 3 and 9 out of 20 in an approved unit of study, according to the criteria for judging performance in the relevant curriculum statement. In Community Studies, the student must present evidence of having attempted some of the tasks agreed to on his/her contract of work.
- at Stage 2 – the student has gained a Subject Achievement Score of between 3 and 9 out of 20. In Community Studies, the student must present evidence of having attempted some of the tasks according to the criteria negotiated in his/her contract of work.

Satisfactory Achievement (SA)

A result of 'satisfactory achievement' against a unit means that:

- at Stage 1 – the student has demonstrated evidence of achievement that is equivalent to a score of 10 or more out of 20 in an approved unit of study, according to the criteria for judging performance in the relevant curriculum statement. In Community Studies, the student must present evidence of having completed all of the tasks agreed to on his/her contract of work.
- at Stage 2 – the student has gained a Subject Achievement Score of 10 or more out of 20. In Community Studies, the student must present evidence of having completed all of the tasks according to the criteria negotiated in his/her contract of work.

Requirements Not Met (RNM)

- This indicates that the subject cannot be counted as one of the 22 units for the NTCE and will not appear on the certificate. The student would have gained a score from 0-2 on the 20-point scale which means they have not achieved any of the outcomes of the subject.

ENTRY INTO UNIVERSITY

Interstate Institutions

- To obtain a Tertiary Entrance Rank, students must complete the NTCE with five HESS GENERAL or HESS RESTRICTED Stage 2 subjects of one-year length (2 x 2 unit sequences). Community Studies is NOT a suitable subject.

- Universities may specify aggregate components for some courses and may have course-specific HESS groups (students are advised to check with individual institutions).

- The University Aggregate is the scaled points of the best four scaled scores (out of 20) plus ten points on the fifth subject. These points will be calculated by halving the scaled score.

Some tertiary institutions require students to have completed selected Year 12 subjects (pre-requisites). Students considering undertaking tertiary study are strongly advised to check pre-requisite senior secondary courses of study with individual institutions. Pre-requisites vary between institutions and between faculties within institutions. A list of tertiary admission centres for each State and Territory is provided at the Career Advice Centre.

Students should be aware that qualifying for entry to a course does not necessarily mean that a place will be available. The majority of courses have quotas.

For further information please make an appointment with the Careers Counsellor.

HOW TO DECIDE MY PATHWAY

Design back from intended career pathway. Ask yourself: Do I want to take up further study interstate? At the CDU? At TAFE? Do I want a vocational education? An apprenticeship? Do I need to enrol in VET subjects? Do I need to complete my NTCE in 2 years or can I take longer?

Select the subject mix which will maximise student achievement scores.

Ensure prerequisite knowledge and skills are covered.

Ensure you have current knowledge of the assessment strategies for all subjects. Pick the right subjects for you.

Seek advice from Faculty Seniors.

RESULTS CHECK FOR MY PATTERN:

STAGE 1 **FREE CHOICE** **STAGE 2**[§]

Stage 1 ***and / or*** Stage 2 English* 2 units	Group1	Group 2	Maths					2 unit sequence	2 unit sequence	2 unit sequence
	Group1	Group 2								

Students must gain satisfactory achievement in at least 16 of the 22 units required for the NTCE.

YES NO

✓ ✗ 16 units at SA (Satisfactory Achievement = 10 or more out of 20)?
✓ ✗ 6 units at RA (Recorded Achievement = 3 or more out of 20)?

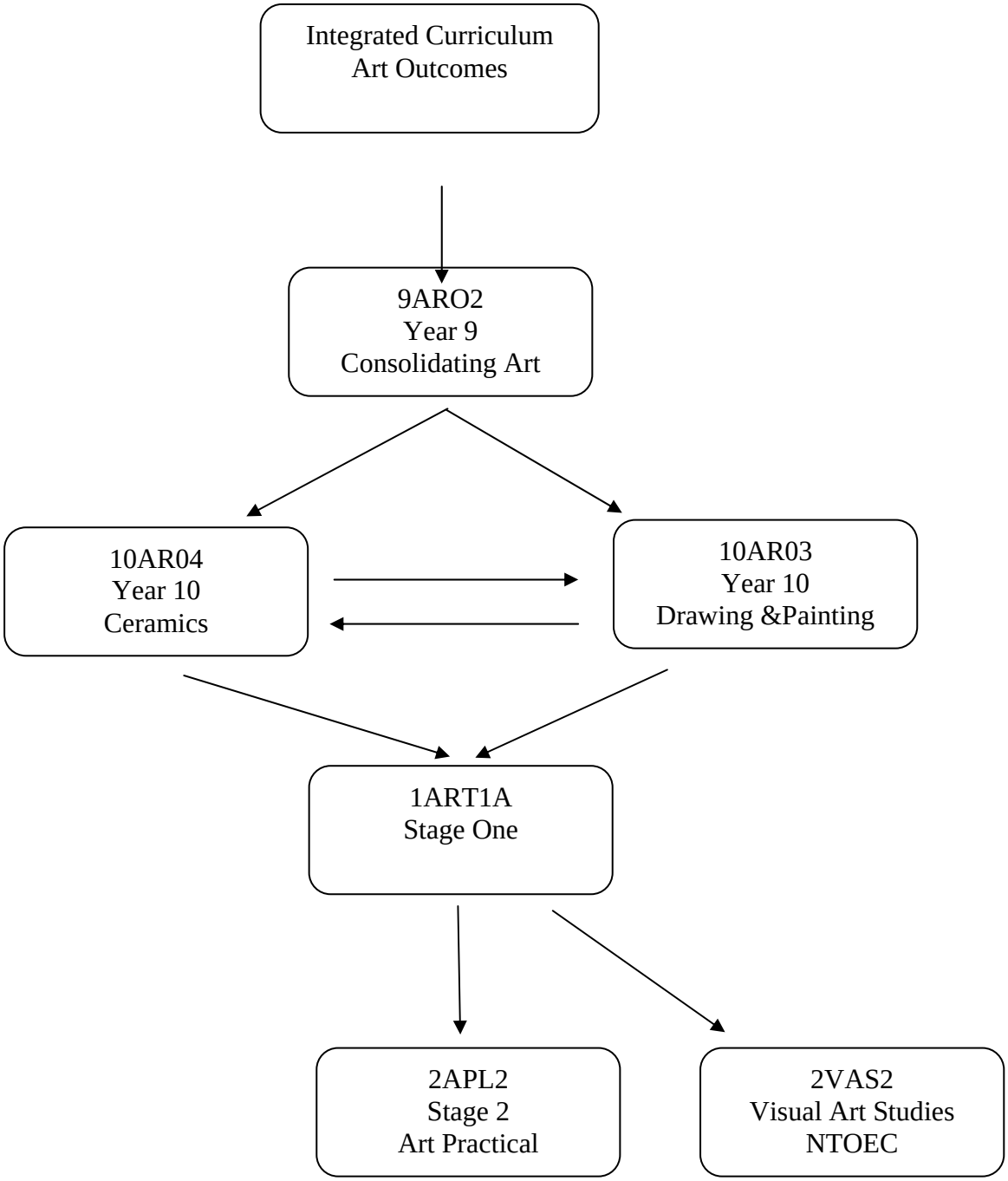
Compulsory Subjects at Stage 1
✓ ✗ English/ESL (2 units)
✓ ✗ Mathematics (1 unit)

Pattern at Stage 1
✓ ✗ Group 1 (2 units)
✓ ✗ Group 2 (2 units)

Pattern at Stage 2
✓ ✗ Group 1 sequence (2 units)
✓ ✗ Group 2 sequence (2 units)
✓ ✗ Any other sequence (2 units)
✓ ✗ Stage 2: 2 unit sequences (any 3 x 2 units at 10/20 or better)

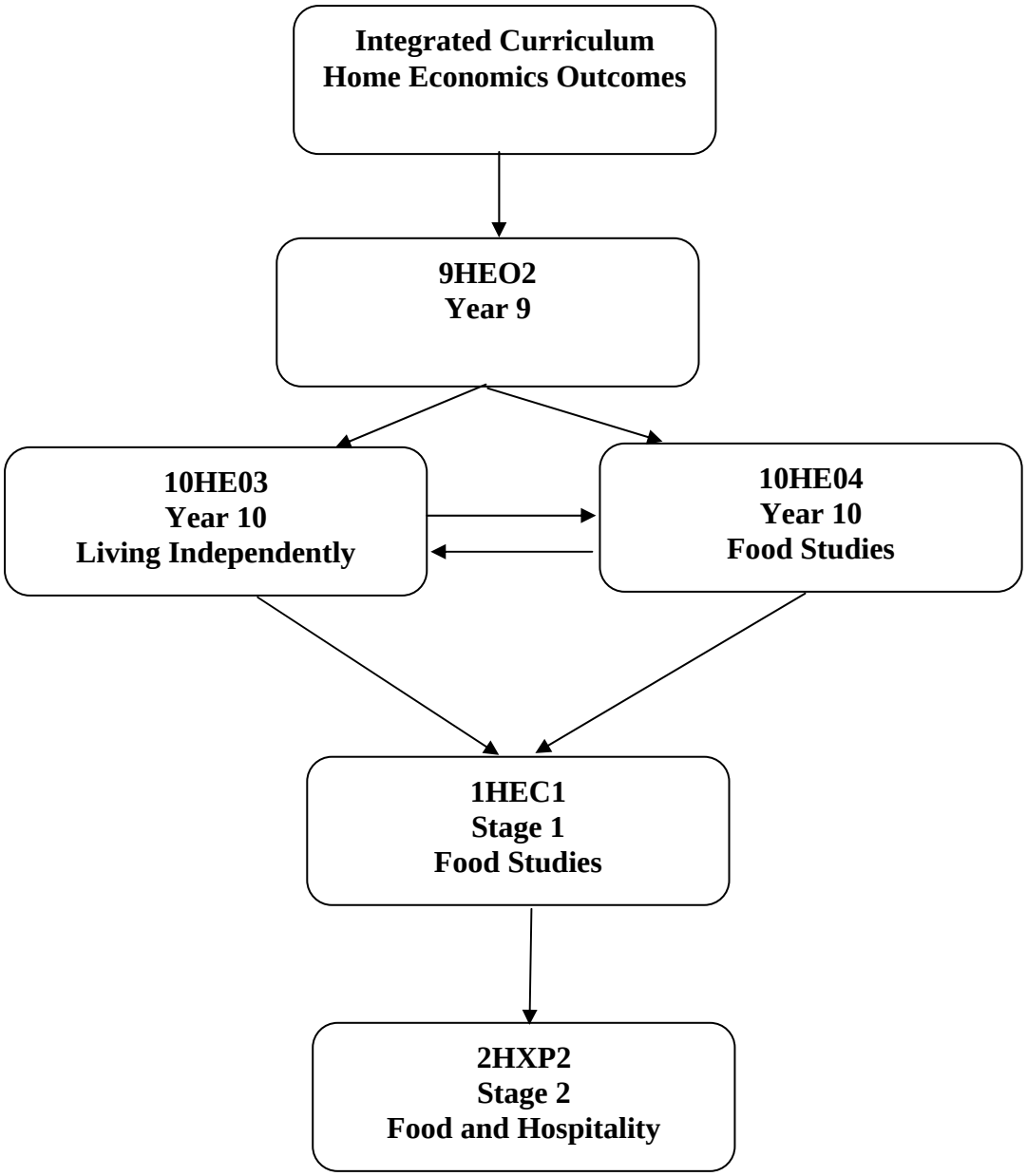
THE ARTS, HOME ECONOMICS AND TECHNOLOGY

ART - Pathways



COURSE NAME	**ART PRACTICAL HESS RESTRICTED**	**COURSE CODE**	**2APL2**
YEAR LEVEL	Stage 2		
COMPULSORY?	No		
PRE-REQUISITES	Successful completion of 1ART1A or 1ART1B		
COURSE DESCRIPTION	A subject that requires the student to work creatively in developing ideas and concepts and to express them in a visual way. Through practical work and theoretical study students develop skills of inquiry, problem-solving, and evaluation.		
COURSE CONTENT	All students are expected to present 2 major pieces plus 2 folios of support material and a practical extension folder. The practical extension consists of a body of work separate from that prepared for practical studies, it does not have to relate to the major work. Students also submit 2 investigative studies for moderation.		
ASSESSMENT	Practical Studies 50% 2 x Major Works 2 Folios of developmental and support Material (2x20 A3 page -Journal Practical Extension 20% 1 x 20 A3 page journal -Investigative Studies 2 Essay topics (750-1000 words) 30%		
WORK REQUIREMENTS	Completion of all summative and formative tasks.		
HOMEWORK REQUIREMENTS	6-8 hours per week Research for assignments/theory Exploration of media for practical work Maintenance of a visual arts diary Practical Extension Activities		
SPECIAL REQUIREMENTS	$ 60.00 per semester for additional materials. 3 Folios of all work that show evidence of research for practical tasks. A folder for theory research, note, drafts and final copies.		

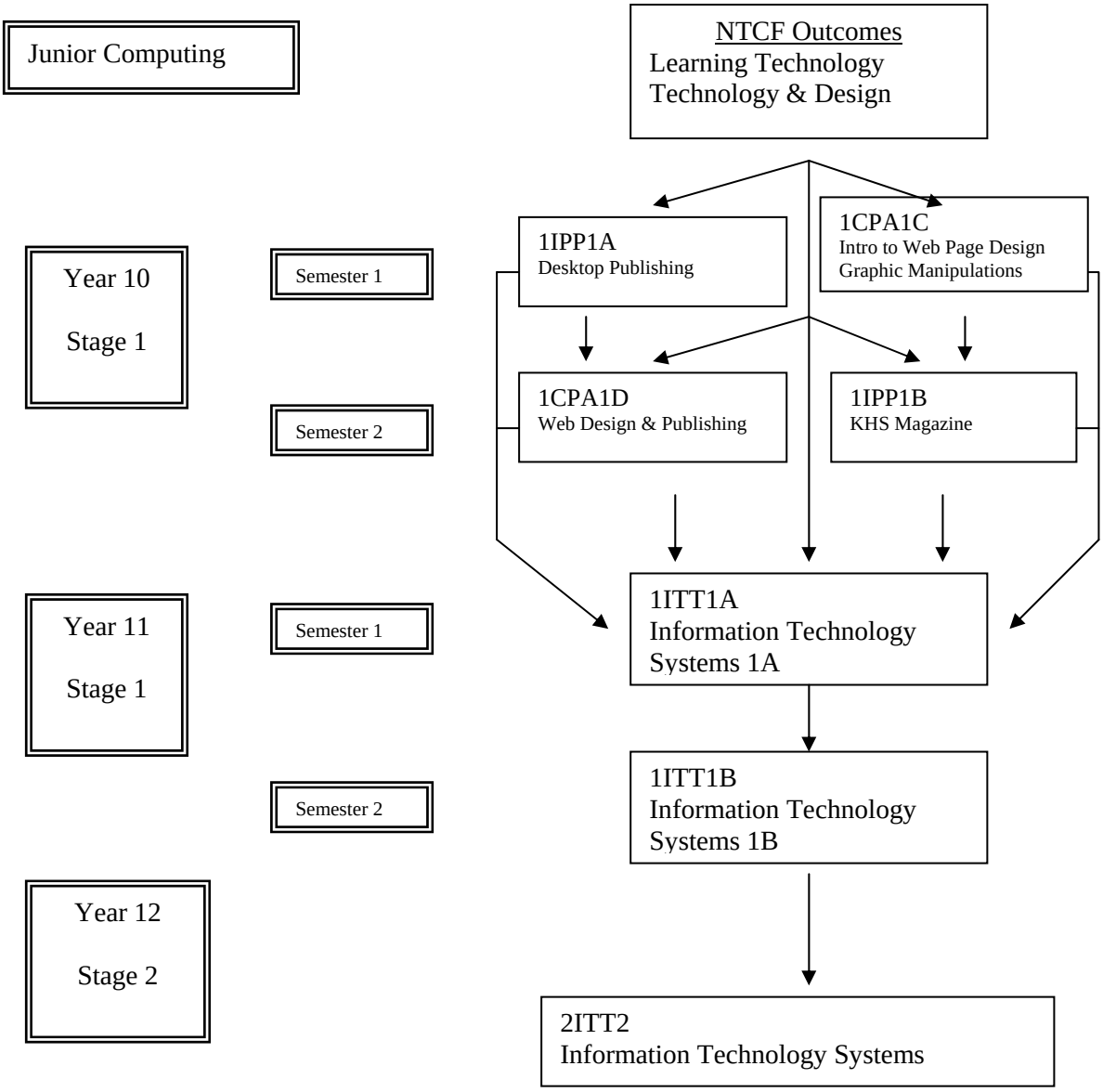
HOME ECONOMICS - Pathways



COURSE NAME	**FOOD AND HOSPITALITY HESS GENERAL**	**COURSE CODE**	**2HXP2**
YEAR LEVEL	Stage 2		
COMPULSORY?	No		
PRE-REQUISITES	8HE01		
COURSE DESCRIPTION	Food and Hospitality Studies focuses on developing an understanding of the processes used in catering enterprises. Students are given the opportunity to develop skills in selecting, planning and preparing food for catering events. Students also gain an understanding of the nature and scope of the hospitality industry		
COURSE CONTENT	Students will study the following content: • Food selection, preparation and presentation • Nature and Scope of the Hospitality Industry • Safe Handling of Food • Impact of our Multicultural Society • Trends in Food and the Hospitality • Industry Occupational Health, Safety and Welfare • Successful management practices • Planning and operating a catering enterprise • Employment in the Food and Hospitality Industry		
ASSESSMENT	• 5 Field Investigations 45% • Analytical Report 15% • Minor Study 10% • Independent Study 30%		
WORK REQUIREMENTS	Students need to complete both written and practical work if they wish to successfully complete this course		
HOMEWORK REQUIREMENTS	4 – 5 hours per week		
SPECIAL REQUIREMENTS	Students must be co-operative and willing to work as a member of a team. Students must be willing to work on some practical exercises in their own free time.		
ADDITIONAL COSTS	Students may be required to bring certain items from home eg. tableware for practical exercises. A $70.00 contribution is required to cover food practicals.		

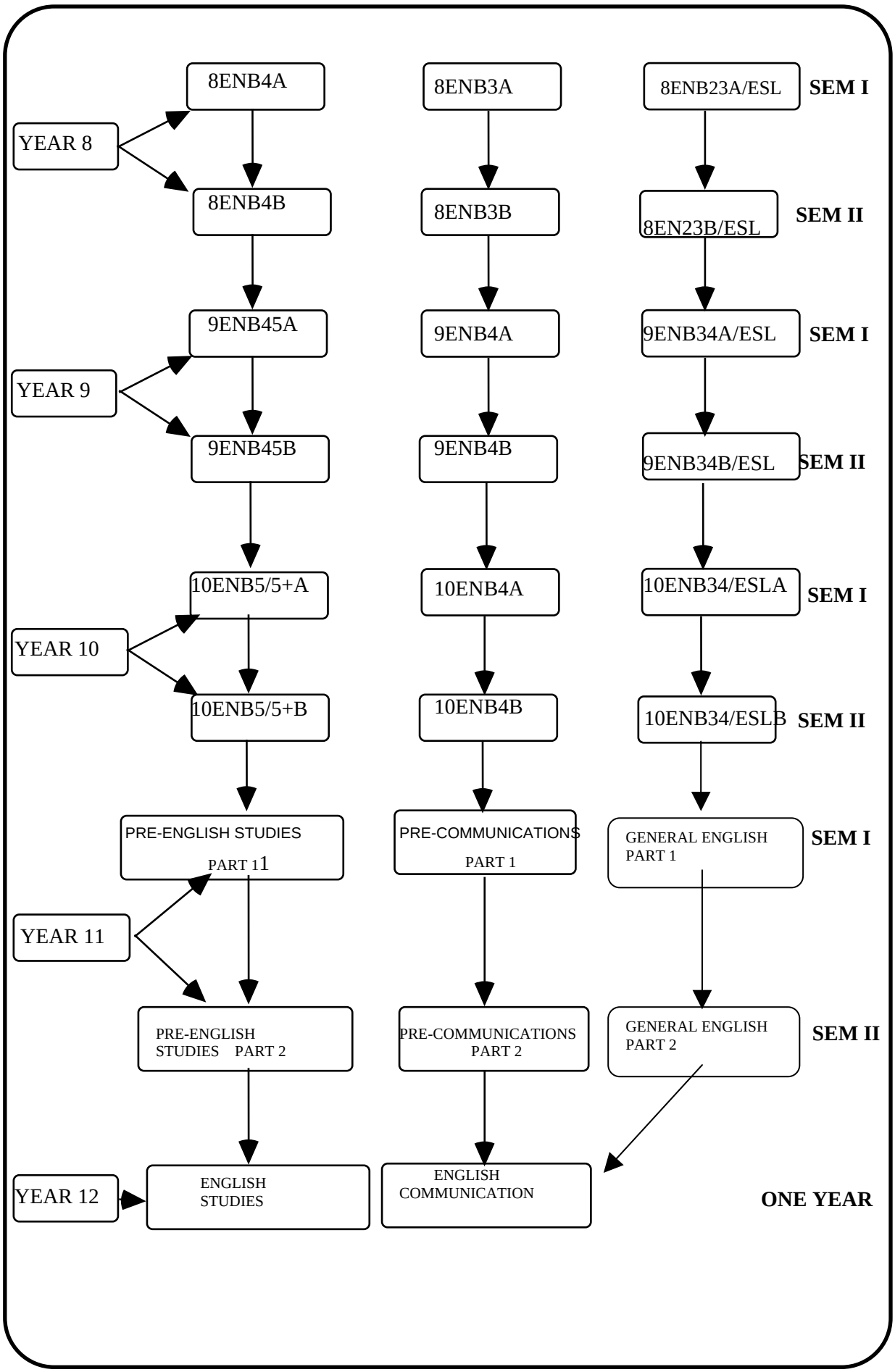
Senior Computing
Subject Flow Chart

Note: This flow chart MUST be read in conjunction with individual subject descriptors to ensure that desirable pre-requisites are met!



COURSE NAME	**Information Technology Systems 2**	COURSE CODE	**2ITT2**
YEAR LEVEL	12 HESS RESTRICTED		
COMPULSORY?	No		
PRE-REQUISITES	C Grade in BOTH Stage 1 Information Technology courses OR C Grade in ONE Stage 1 Information Technology course AND a B Grade in ONE Year 10 Computing course.		
COURSE DESCRIPTION	At the end of the program in Stage 2 Information Technology Systems students should be able to: • apply and use information technology concepts with appropriate terminology; • explain how data is represented and transferred in computer-based systems; • apply skills and concepts to manipulate and process data to produce components involving complex processes; • apply information technology knowledge, skills and problem solving techniques, to create and document user-friendly, reliable, and accurate systems; • critically analyse the responsibilities of the developer of systems; • critically analyse and discuss ethical use, and social impact on individuals and society, of current and potential computer-based systems/technologies		
COURSE CONTENT	The content is organised into two compulsory core topics: • Information Systems • Computer and Communication Systems and any two of the following option topics: • Relational Databases • Application Programming • Multimedia Programming • Website Programming • Dynamic Websites These optional topics will be negotiated and agreed to by the teacher before commencing. Negotiation will be based on student background, needs and interests, as well as the expertise of the teacher delivering the course.		
ASSESSMENT	Assessment in Information Technology Systems consists of the following components, weighted as shown: Assessment Component 1: Course Work (40%) Assessment Component 2: Skills Tasks (20%) Assessment Component 3: Projects (40%) An Assessment plan detailing the precise weighting and nature of each assessment piece will be written once the needs and abilities of the students in the class have been determined.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS			
SPECIAL REQUIREMENTS	Purchase a (minimum) 500 Mb Memory stick		

ENGLISH


8ENB4A
8ENB3A
8ENB23A/ESL
SEM I
YEAR 8
8ENB4B
8ENB3B
8EN23B/ESL
SEM II
9ENB45A
9ENB4A
9ENB34A/ESL
SEM I
YEAR 9
9ENB45B
9ENB4B
9ENB34B/ESL
SEM II
10ENB5/5+A
10ENB4A
10ENB34/ESLA
SEM I
YEAR 10
10ENB5/5+B
10ENB4B
10ENB34/ESLB
SEM II
PRE-ENGLISH STUDIES PART 11
PRE-COMMUNICATIONS PART 1
GENERAL ENGLISH PART 1
SEM I
YEAR 11
PRE-ENGLISH STUDIES PART 2
PRE-COMMUNICATIONS PART 2
GENERAL ENGLISH PART 2
SEM II
YEAR 12
ENGLISH STUDIES
ENGLISH COMMUNICATION
ONE YEAR

COURSE NAME	**ENGLISH COMMUNICATIONS**	**COURSE CODE**	**2ECP2**
YEAR LEVEL	Stage 2 HESS GENERAL		
COMPULSORY?	To fulfil the SACE and NTCE requirements, a student must record a Satisfactory Achievement or Recorded Achieved in 2 Units of Stage 1 or Stage 2 English.		
PRE-REQUISITES	A pass in Stage 1 English		
COURSE DESCRIPTION	This is a Stage 2, Semester 1 & 2 (1 year) English course. English Communications allows students to learn about the power of language in society so they can appreciate how language defines, shapes, and reflects relationships amongst people. This subject develops in students a confidence and competence in using the English language. By focusing on the craft of other authors, students then develop their own skills in creating texts. Students will write, view, speak and use information and communication technologies in a variety of forms that reflect and extend their creative ability and their capacity for critical reasoning.		
COURSE CONTENT	English Communications 2-unit study consists of: • A communication study (2 tasks); • A text study (3 tasks); • A text production study (4 tasks, two supervised); • Two applications (2, each in 2 parts – product and reflection).		
ASSESSMENT	Assessment in English Communications consists of the following components, weighted as shown: • Assessment Component 1: Communication (2 tasks) (20%) • Assessment Component 2: Text Response (3 tasks) (20%) • Assessment Component 3: Text Production (4 tasks, 2 supervised) (30%) • Assessment Component 4: (2, each in 2 parts – product and reflection) (30%). English Communications is an externally moderated subject. This ensures that the school-assessed scores or NTCE designations given to students are comparable from school to school.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	It is essential that students are committed to a timetable of independent study. They must be prepared to work at home and without direct supervision.		
SPECIAL REQUIREMENTS AND FEES	Approximately $20 to cover the cost of theatre/cinema visits, if visits are viable.		

COURSE NAME	**ENGLISH STUDIES**	**COURSE CODE**	**2EGS2**
YEAR LEVEL	Stage 2 –HESS GENERAL		
COMPULSORY?	To fulfil the NTCE requirements, a student must record a Satisfactory Achievement or Recorded Achieved in 2 Units of Stage 1 or Stage 2 English.		
PRE-REQUISITES	A “B” average pass in Stage 1 English Studies or on consultation with English Senior.		
COURSE DESCRIPTION	This is a Stage 2, Semester 1 & 2 (1 year) English course. A pass in this course gives students 2 units of English towards their NTCE. English Studies is concerned primarily with the reading and viewing of texts. This subject focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students will encounter different opinions about texts; have opportunities to exchange and develop ideas; find evidence to support a personal view; and learn to construct logical and convincing arguments.		
COURSE CONTENT	English Studies consists of a text study and a text production study. *Text Study*: comprises 4 shared studies and an individual study. *Shared Study:* • A study of 2 single texts • A study of paired texts • A study of poetry • A critical reading study of short texts *Individual Study:* For the individual study students, in association with their teachers, will choose two texts. *Text Production Study:* Students will individually compose texts, both written and oral, using their observation of techniques used in other texts in order to include appropriate structures and features in their own. They will explore narrative, persuasive, expository, and descriptive texts to enable them to model their own writing.		
ASSESSMENT	Assessment in English Studies consists of the following components, weighted as shown: • Assessment Component 1: Examination (30%) • Assessment Component 2: Individual Study (20%) • Assessment Component 3: Shared Studies (30%) • Assessment Component 4: Text Production (20%) Written Text Production (10%) Oral Text Production (10%) *Both Assessment Components 1 & 2 are externally marked.* *Assessment Components 3 & 4 are internally marked.*		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	It is essential that students are committed to a timetable of independent study. They must be prepared to work at home and without direct supervision.		
SPECIAL REQUIREMENTS AND FEES	Approximately $20 to cover the cost of theatre/cinema visits, if visits are viable.		

COURSE NAME	**ENGLISH AS A SECOND LANGUAGE**	**COURSE CODE**	**2ESL2**
YEAR LEVEL	Stage 2		
COMPULSORY?	To fulfil the NTCE requirements, a student must record a Satisfactory Achievement or Recorded Achieved in 2 Units of Stage 1 or Stage 2 English.		
PRE-REQUISITES	No pre-requisites		
COURSE DESCRIPTION	This is a Stage 2, Semester 1 & 2 (1 year) English as a Second Language course. A pass in this course gives students 2 units of English towards their NTCE. Throughout the program the structure and language patterns appropriate to various texts and contexts (both formal and informal) are taught and modelled. They look closely at examples of spoken and written communication in everyday life and develop their confidence in mixing with other people. By discussing and analysing different texts, they develop an ability to reason and understand accurately what they read and hear. Students develop their skills in speaking with the use of presentation aids such as cue cards and Power Point displays. Students are encouraged to use information technologies in the presentation of their work.		
COURSE CONTENT	English as a Second Language consists of the following areas of study: • Communication study • Investigative study • Text production study • Interaction study		
ASSESSMENT	Assessment in English as a Second Language consists of the following components, weighted as shown: • Assessment Component 1: Communication (30%) • Assessment Component 2: Investigation (20%) • Assessment Component 3: Text Production (30%) • Assessment Component 4: Interaction (20%) *This subject is externally moderated*.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	It is essential that students are committed to a timetable of independent study. They must be prepared to work at home and without direct supervision.		
SPECIAL REQUIREMENTS AND FEES	Approximately $20 to cover the cost of theatre/cinema visits, if visits are viable.		

LANGUAGES

Indonesian Beginners Stage 2

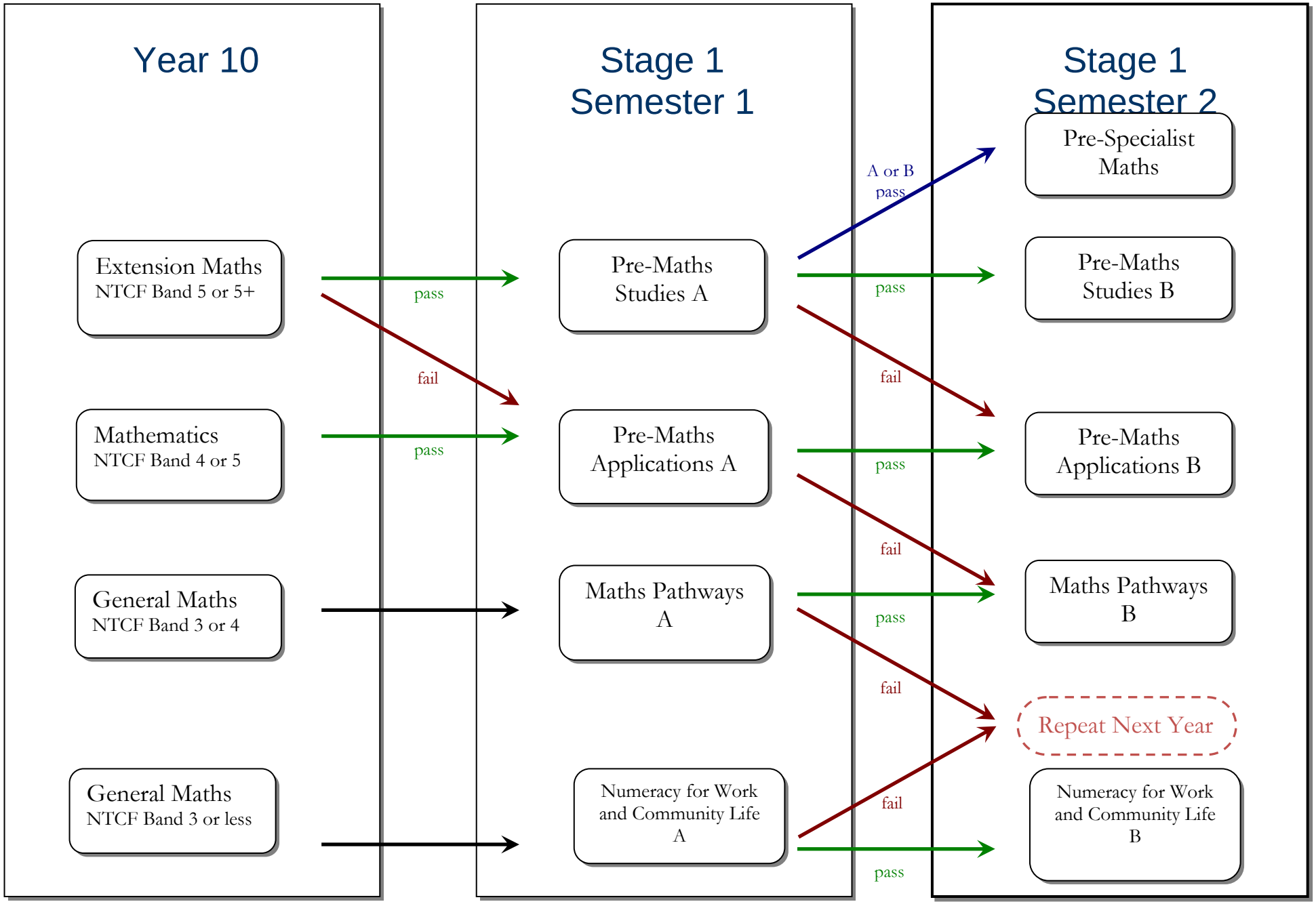
@School NT: Course Information

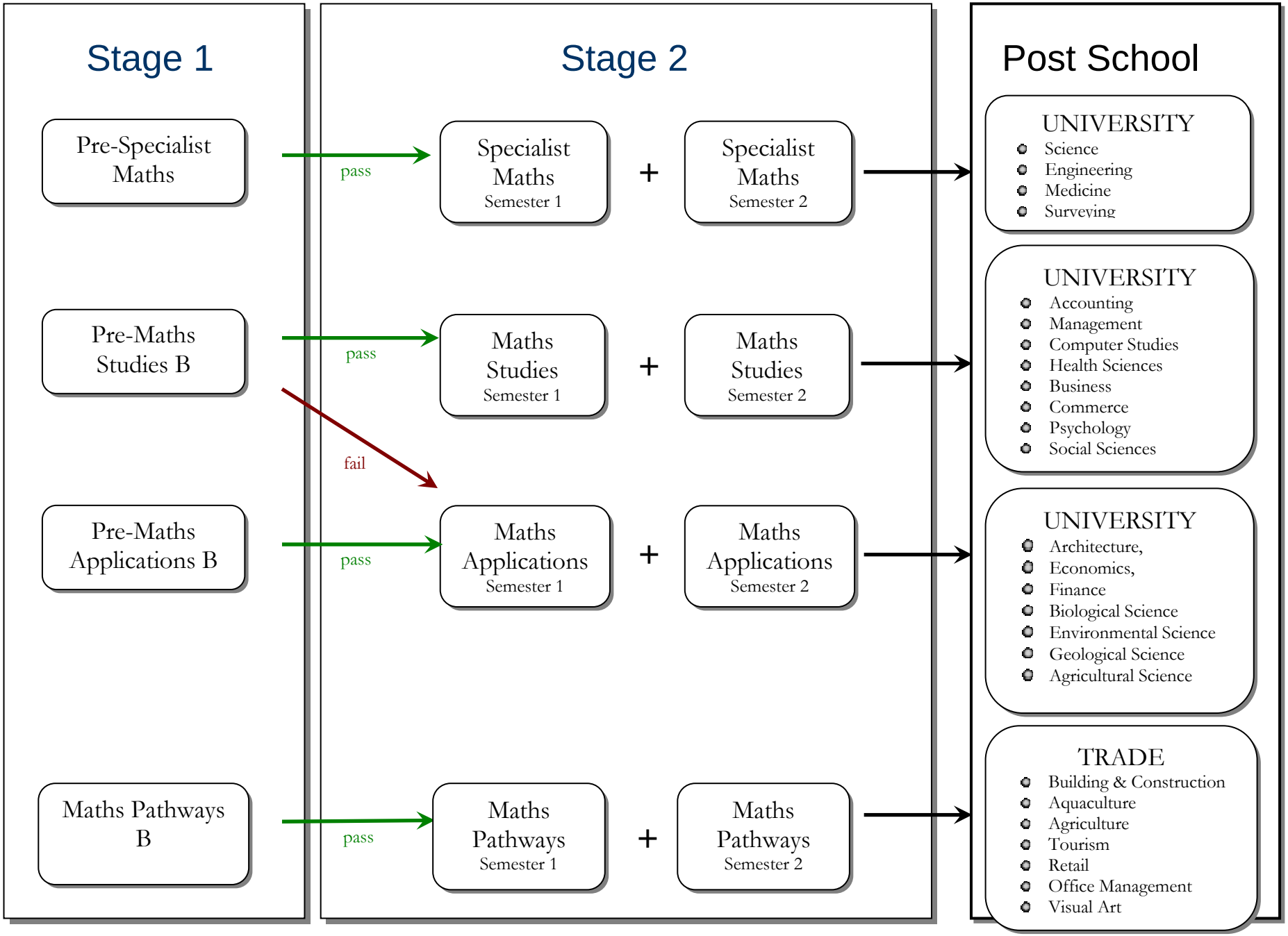
Course Name	Indonesian Beginners Stage 2
SSABSA Code	2INA2
NTCE Details	Stage 2
Requirements and Fees	You are recommended to buy your own bilingual dictionary (Indonesian to English/English to Indonesian).
Delivery Method	This subject is delivered and assessed by Darwin High School via @School NT partnerships. This course is accessible online. Two lessons a week are delivered by a teacher via video conferencing. Students need to feel comfortable working with video and voice over internet. Support materials and course content are accessible via Moodle. Students need to feel comfortable learning via computers.
Prerequisite	Students are required to be independent learners and be capable of working without direct teacher supervision. Indonesian at Beginners Level Stage 2 is designed for students who have completed satisfactorily in Stage 1 Beginners level. New students must sign an eligibility declaration.
Course Semester 1 Semester 2	1 year length
Course Description	You will develop ability in conversational Indonesian to interact with Indonesian speakers and discuss topics of interest. You will develop a level of confidence in using Indonesian to obtain and provide goods, services, and public information. You will develop your knowledge and understanding of the Indonesian language and culture. You will be in a position to develop inter-cultural understanding and sensitivity.
Travel	Is there an opportunity for School Exchange or Travel? There are independent Exchange opportunities available to live and study in Indonesia and other Indonesian/Malay-speaking countries. Darwin High School had conducts excursion to Sarawak in Malaysia each year in June.
Assessment	Course Work- 50 % Final Exam- 50% Written and oral interaction Analysing written and spoken text Producing written text and oral presentation Final Examination
Work Requirements	Completion of all formative and summative tasks.
Homework Requirements	Formative written tasks, some independent research and independent reading and viewing.

Japanese Beginners Stage 2

@School NT: Course Information

Course Name	Japanese Beginners Stage 2
SSABSA Code	2JPA
NTCE Details	Stage 2
Requirements and Fees	You are recommended to buy your own bilingual dictionary (Indonesian to English/English to Indonesian).
Delivery Method	This subject is delivered and assessed by Darwin High School via @School NT partnerships. Two lessons a week are delivered by a teacher via online conferencing. Students need to feel comfortable working with video and voice over internet. Support materials and course content are accessible via the web. Students need to feel comfortable learning via computers and via the internet.
Prerequisite	Students are required to be independent learners and be capable of working without direct teacher supervision. Indonesian at Beginners Level Stage 2 is designed for students who have completed satisfactorily in Stage 1 Beginners level. A new student must sign an eligibility declaration.
Course Full Year	2JPA
Course Description	You will develop ability in conversational Japanese to interact with Japanese speakers and discuss topics of interest. You will develop a level of confidence in using Indonesian to obtain and provide goods, services, and public information. You will develop your knowledge and understanding of the Japanese language and culture. You will be in a position to develop inter-cultural understanding and sensitivity.
Travel	Darwin High School organises Japan Study tour annually. You have opportunity to immerse yourself in Japanese language and culture about for 2 week. In addition, there are independent Exchange opportunities available.
Assessment	Course Work- 50 % SACE Final Exam- 50% Written and oral interaction Analysing written and spoken text Producing written text and oral presentation Final Examination
Work Requirements	Completion of all formative and summative tasks.
Homework Requirements	Formative written tasks, some independent research and independent reading and viewing.

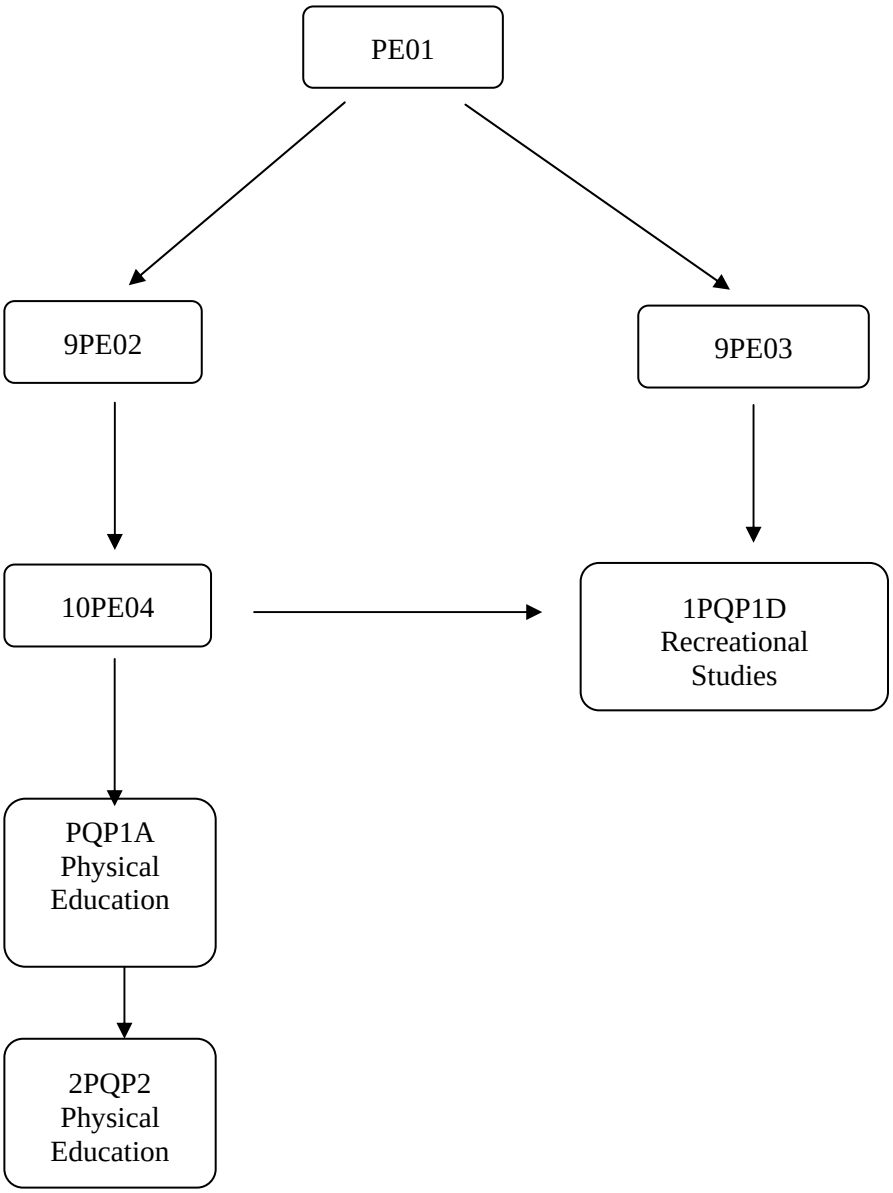

Year 10
Stage 1 Semester 1
Stage 1 Semester 2
Extension Maths
NTCF Band 5 or 5+
Mathematics
NTCF Band 4 or 5
General Maths
NTCF Band 3 or 4
General Maths
NTCF Band 3 or less
pass
fail
pass
Pre-Maths Studies A
Pre-Maths Applications A
Maths Pathways A
Numeracy for Work and Community Life A
A or B pass
pass
fail
pass
fail
pass
fail
fail
pass
Pre-Specialist Maths
Pre-Maths Studies B
Pre-Maths Applications B
Maths Pathways B
Repeat Next Year
Numeracy for Work and Community Life B


Stage 1
Stage 2
Post School
Pre-Specialist Maths
Pre-Maths Studies B
Pre-Maths Applications B
Maths Pathways B
pass
pass
fail
pass
pass
Specialist Maths Semester 1
+
Specialist Maths Semester 2
Maths Studies Semester 1
+
Maths Studies Semester 2
Maths Applications Semester 1
+
Maths Applications Semester 2
Maths Pathways Semester 1
+
Maths Pathways Semester 2
UNIVERSITY
Science
Engineering
Medicine
Surveying
UNIVERSITY
Accounting
Management
Computer Studies
Health Sciences
Business
Commerce
Psychology
Social Sciences
UNIVERSITY
Architecture,
Economics,
Finance
Biological Science
Environmental Science
Geological Science
Agricultural Science
TRADE
Building & Construction
Aquaculture
Agriculture
Tourism
Retail
Office Management
Visual Art

COURSE NAME	Mathematical Applications **Hess Restricted**	COURSE CODE	2MAP2
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	Pre Mathematical Applications 2 (Minimum B-14 grade)		
COURSE DESCRIPTION	The emphasis of this course is the application of maths to the solution of real life problems. Technology is used extensively to overcome the more difficult algebraic manipulation, leaving the student free to gain a better understanding of each of the topics.		
COURSE CONTENT	Topic 1: Statistics and Working with Data Topic 2: Optimisation Topic 3: Investment and Loans Topic 4: Share Investment		
ASSESSMENT	Assessment Component 1: Skills and Applications Tasks (30%) Assessment Component 2: Portfolio (40%) Assessment Component 3: Examination (30%).		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Formative assignments/tests and completion of class work. At least 1 study period per cycle devoted to Maths.		
SPECIAL REQUIREMENTS AND FEES	Graphics Calculator (TI83 or TI84+). Constant consultation with teacher in/out of class.		
SPECIAL REQUIREMENTS AND FEES	Graphics Calculator (TI83 or TI84+). Constant consultation with teacher in/out of class.		

COURSE NAME	**Mathematical Studies** **HESS**	**COURSE CODE**	**2MSU2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	Pre Maths Studies 2 (Minimum B-14 grade).		
COURSE DESCRIPTION	This academic course is useful for higher education subjects that require mathematical, problem solving and logical skills. It is fairly abstract, and requires commitment from students who have a good aptitude in the subject.		
COURSE CONTENT	Topic 1: Working with Statistics Topic 2: Working with Functions and Graphs Using Calculus. Topic 3: Working with Linear Equations and Matrices		
ASSESSMENT	Assessment Component 1: Skills and Applications Tasks (35%) Assessment Component 2: Portfolio (15%) Assessment Component 3: Examination (50%).		
WORK REQUIREMENTS	Completion of all Formative and Summative tasks.		
HOMEWORK REQUIREMENTS	Formative assignments/tests and completion of class work. At least five hours + 1 study period per week devoted to Maths.		
SPECIAL REQUIREMENTS AND FEES	Graphics Calculator TI83 or TI84+. Constant consultation with teacher in/out of class.		

COURSE NAME	**Specialist Mathematics** **HESS**	**COURSE CODE**	**2MSL2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	Pre Specialist Mathematics (Minimum B-14 grade).		
COURSE DESCRIPTION	This course covers the abstract concepts required to solve complex mathematical problems. The skills required for university courses in Science and Engineering are developed here.		
COURSE CONTENT	Topic 1: Trigonometrical Preliminaries Topic 2: Polynomials and Complex Numbers Topic 3: Vectors and Geometry Topic 4: Calculus Topic 5: Differential Equations		
ASSESSMENT	Assessment Component 1: Skills and Applications Tasks (40%) Assessment Component 2: Directed Investigation Tasks (10%) Assessment Component 3: Examination (50%).		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Formative assignments/tests and completion of class work. At least five hours + 1 study period per week devoted to Maths.		
SPECIAL REQUIREMENTS AND FEES	Graphics Calculator TI83 or TI84+. Constant consultation with teacher in/out of class.		


PE01
9PE02
9PE03
10PE04
1PQP1D Recreational Studies
PQP1A Physical Education
2PQP2 Physical Education

COURSE NAME	**PHYSICAL EDUCATION HESS**	**COURSE CODE**	**2PQP2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	Successful completion of Stage 1 Physical Education 1PQP1A		
COURSE DESCRIPTION	This is a physical education course geared towards students who are intent upon continuing their interests in this subject into Higher Education. As such it contains a large theoretical component and requires that students learn topics such as anatomy and physiology to a reasonable depth. The course only has 50% Practical content.		
COURSE CONTENT	<u>Theoretical</u> 20% Exercise physiology Skill development/Biomechanics Sport medicine/injuries Physical capacities and performance Lifestyle patterns and diseases Nutrition, weight control and activity Choose 3 only <u>Practical</u> 50% 2 registered options 2 school developed options <u>Examinations</u> 30%		
ASSESSMENT	Theoretical 20% Practical 50% Examination 30%		
WORK REQUIREMENTS	Active participation in all practical units. Successful completion of all theory components. Maintenance of accurate work file.		
HOMEWORK REQUIREMENTS	Ability to study and revise all completed components		
SPECIAL REQUIREMENTS AND FEES	Suitable sports wear. Runners, shirt, shorts/skirt		

Senior Science Flow Sheet

Year 10

Subject	Who	When	Desirable Pre-requisite	Where to
Extension Science Sem 1 (NTCF)	Yr 10	Sem 1	Appropriate Year 9 Science Courses	SCF – Scientific Studies (Pre-Physics and Chemistry) *(NTCET)*
Science Sem 1 (NTCF)	Yr 10	Sem 1	Appropriate Year 9 Science Courses	Science Sem 2 (NTCF)
Science Sem 2 (NTCF)	Yr 10	Sem 2	Appropriate Year 10 Sem 1 Science Courses	SCF - Scientific Studies
SCF – Scientific Studies (Pre-Physics and Chemistry) *(NTCET)*	Yr 10	Sem 2	Emerging Band 5 General Science Sem 1 (NTCF)	Either Chemistry A and/or Physics A

Stage 1

Subject	Who	When	Desirable Pre-requisite	Where to
SCF – Scientific Studies (Human Physiology)	Yr 11	Sem 2	Appropriate Year 10 Science Courses	Scientific Studies (Stage 2)
Biology A	Yr 11	Sem 1	Solid Band 4 General Science (NTCF)	Biology B
Biology B	Yr 11	Sem 2	C grade (SA) in Biology A	Biology 2
Chemistry A	Yr 11	Sem 1	Emerging Band 5 General Science (NTCF) OR C Grade in Yr 10 CSC – Physical Science	Chemistry B Biology B Psychology B
Chemistry B	Yr 11	Sem 2	C grade (SA) in Chemistry A	Chemistry 2
Physics A	Yr 11	Sem 1	Emerging Band 5 General Science (NTCF) OR C Grade in Yr 10 CSC – Physical Science	Physics B Biology B Psychology B
Physics B	Yr 11	Sem 2	C grade (SA) in Physics A	Physics 2
Psychology A	Yr 11	Sem 1	Solid Band 4 General Science (NTCF)	Psychology 2
Psychology B	Yr 11	Sem 2	Solid Band 4 General Science (NTCF) OR C Grade (SA) in Psychology A	Psychology 2

Stage 2

Subject	Who	When	Desirable Pre-requisite
Biology 2	Yr 12	Sem 1 & 2	C Grade in Biology 1A & 1B, or Biology 1A & 1 Other Stage 1 Science
Chemistry 2	Yr 12	Sem 1 & 2	C Grade in Chemistry 1A & 1B
Physics 2	Yr 12	Sem 1 & 2	C Grade in Physics 1A & 1B
Psychology 2	Yr 12	Sem 1 & 2	C Grade in Psychology 1 and one other Stage 1 Science Course
Scientific Studies (Stage 2)	Yr 12	Sem 1 & 2	C Grade in any 2 Stage 1 Science Courses

COURSE NAME	**Biology 2** **HESS**	**COURSE CODE**	**2BIO2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	NO		
PRE-REQUISITES	C Grade in Biology 1A & 1B, or Biology 1A & 1 Other Stage 1 Science.		
COURSE DESCRIPTION	At the end of this course students should be able to: • participate in practical activities; • design and undertake investigations; • obtain information from a variety of sources; • critically analyse and evaluate information, procedures, and materials; • demonstrate knowledge and understanding of biological concepts; • solve a variety of biological problems; • understand how knowledge of biology can be used to make informed decisions at the personal, social, and global levels; • use biological terms and conventions correctly; • communicate effectively in a variety of forms.		
COURSE CONTENT	This course is organised round the following four themes: • Macromolecules • Cells • Organisms • Ecosystems. The themes are arranged as a hierarchy. Each theme is divided into the following six threads: • Organisation • Selectivity • Energy Flow • Perpetuation • Evolution • Human Awareness.		
ASSESSMENT	Assessment in Stage 2 Biology consists of the following components, weighted as shown: • Assessment Component 1: Examination (50%) • Assessment Component 2: Course Work (22.5%) • Assessment Component 3: Practical Work (17.5%) • Assessment Component 4: Human Awareness Essay (10%). An Assessment plan detailing the precise weighting and nature of each assessment piece will be written once the needs and abilities of the students in the class have been determined.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Reports, test preparation, assignments, formative tasks.		
SPECIAL REQUIREMENTS	• Possible excursion costs to CSIRO Science centre. Estimated cost ($70) • $25.00 – Revision Guide • $15.00 – Practical Work • $30.00 – Biology Essentials • $50.00 – Biology Key Ideas (optional)		

COURSE NAME	**Chemistry 2** **HESS**	**COURSE CODE**	**2CHEM2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	C Grade in Chemistry 1A & 1B		
COURSE DESCRIPTION	At the end of this course students should be able to: • manipulate apparatus and record observations in practical chemical activities; • design and undertake practical chemical investigations; • obtain information about chemistry from a variety of sources; • critically analyse and evaluate chemical information and procedures; • demonstrate knowledge and understanding of chemical concepts; • develop possible solutions to a variety of chemical problems; • demonstrate an understanding of how knowledge of chemistry can be used to make informed decisions, taking into account social and environmental contexts; • communicate effectively in a variety of forms, using chemical terms and conventions correctly and contextually.		
COURSE CONTENT	This subject consists of the following six compulsory topics: • Topic 1: Skills • Topic 2: Elemental and Environmental Chemistry • Topic 3: Analytical Techniques • Topic 4: Using and Controlling Reactions • Topic 5: Organic and Biological Chemistry • Topic 6: Materials.		
ASSESSMENT	Assessment in Stage 2 Chemistry consists of the following components, weighted as shown: • Assessment Component 1: Examination (50%) • Assessment Component 2: Course Work (25%) • Assessment Component 3: Practical Work (17.5%) • Assessment Component 4: Social Relevance Task(s) (7.5%). An Assessment plan detailing the precise weighting and nature of each assessment piece will be written once the needs and abilities of the students in the class have been determined.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Reports, test preparation, assignments, formative tasks.		
SPECIAL REQUIREMENTS	• Possible excursion costs to CSIRO Science centre. Estimated cost ($70) • $25.00 – Revision Guide essential • $45.00 – Discovering Chemistry essential • $30.00 – Chemistry Essentials highly desirable		

COURSE NAME	**Physics 2** **HESS**	**COURSE CODE**	**2PHY2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	C Grade in Physics 1A & 1B		
COURSE DESCRIPTION	At the end of this course students should be able to: • manipulate apparatus and record observations in physics experiments; • design investigations to test physics hypotheses; • obtain information about physics from a variety of sources; • demonstrate knowledge and understanding of physics concepts; • analyse and draw conclusions from physics data; • develop solutions to problems in physics; • use knowledge of physics to make informed personal, social, and environmental decisions; • communicate ideas and reasoning, using the terms and conventions of physics.		
COURSE CONTENT	This course focuses on the following areas of study; • Motion in Two Dimensions • Electricity and Magnetism • Light and Matter • Atoms and Nuclei		
ASSESSMENT	Assessment in Stage 2 Physics consists of the following components, weighted as shown: • Assessment Component 1: Examination (50%) • Assessment Component 2: Course Work (25%) • Assessment Component 3: Practical Work (15%) • Assessment Component 4: Information Search and Oral Presentation (10%). An Assessment plan detailing the precise weighting and nature of each assessment piece will be written once the needs and abilities of the students in the class have been determined.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Reports, test preparation, assignments, formative tasks.		
SPECIAL REQUIREMENTS	• Possible excursion costs to CSIRO Science centre. Estimated cost ($70) • $25.00 – Physics Revision Guide • $30.00 – Physics Study Essentials		

COURSE NAME	**Psychology 2** **HESS**	**COURSE CODE**	**2PSY2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	C Grade in Psychology A or in Psychology B		
COURSE DESCRIPTION	At the end of the program in Stage 2 Psychology, students should be able to: • explain the factors that cause psychological differences and similarities between people and give examples of how these affect the behaviour of self, others, and groups; • search for, evaluate, and organise psychological information and use language effectively to communicate key ideas, understandings, processes, and values in a range of contexts; • demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations; • make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics, presenting particular points of view with examples of the thinking and reasoning behind them; • demonstrate critical reflection and organisation in the application of psychological principles to real-life situations, identifying beneficial changes and taking into account ethical considerations; • analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence; • undertake a variety of roles while working as a member of a team to achieve individual and shared goals.		
COURSE CONTENT	This course consists of the following six topics: Introduction to Psychology • Social Cognition • Learning • Personality • Psychobiology of Altered States of Awareness • Healthy Minds.		
ASSESSMENT	Assessment in Stage 2 Psychology consists of the following components, weighted as shown: Assessment Component 1: Collaborative Investigation (15%) Assessment Component 2: Individual Investigation (25%) Assessment Component 3: Assignment (30%) Assessment Component 4: Examination (30%). An Assessment plan detailing the precise weighting and nature of each assessment piece will be written once the needs and abilities of the students in the class have been determined.		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Reports, test preparation, assignments, formative tasks.		
SPECIAL REQUIREMENTS			

COURSE NAME	**Contemporary Issues and Science** **HESS Restricted**	**COURSE CODE**	**2CSC2**
YEAR LEVEL	12		
COMPULSORY?	No		
PRE-REQUISITES	C Grade in any 2 Stage 1 Science courses		
COURSE DESCRIPTION	At the end of this students should be able to: • design and conduct investigations to test a scientific hypothesis; • search for, and select, relevant scientific information from a variety of sources; • demonstrate knowledge and understanding of scientific concepts and how science is shaped by historical and contemporary issues; • critically analyse and evaluate scientific information and procedures; • think creatively to develop possible solutions to a variety of scientific problems; • apply knowledge and understanding of science to contemporary issues, taking into account the relevant social, historical, and environmental contexts; • select and use, individually and collaboratively, appropriate modes of communication to articulate information, processes, ideas, and values.		
COURSE CONTENT	This course focuses on the following areas of study; • The human body • Biotechnology The topic list, and the actual content of these topics, may be varied depending on the needs and interests of the students in the class.		
ASSESSMENT	Assessment in Stage 2 Contemporary Issues & Science consists of the following components, weighted as shown: Assessment Component 1: Collaborative Presentation (15%) Assessment Component 2: Practical Investigation (20%) Assessment Component 3: Individual Study (15%) Assessment Component 4: Portfolio (50%).		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Reports, test preparation, assignments, formative tasks.		
SPECIAL REQUIREMENTS			

Stage 1	Stage 2	POST SCHOOL OPTIONS
History 1HIS1	Modern History (HESS) 2MNH2	***This can lead to university courses or employment in areas such as the arts, archaeology, administration, government, education, social sciences, museums, and tourism.***
Economics 1ECO1	Justice in Society (HESS Restricted) 2JIS2	***This can lead to university courses, pre-vocational courses within TAFE or direct employment in TV, radio, advertising and marketing, public relations, and journalism.***
	Small Business Enterprise (HESS Restricted) 2SBM2	***This can lead to university courses or employment in areas such as education, law, business, government, social science, journalism, and administration as well as small business management or ownership.***
Legal Studies 1LGL1A	Legal Studies (HESS) 2LGS2	***This can lead to university courses or employment in areas such as the arts, education, law, business, government, theology, social science, journalism, and administration.***
Community Studies	Community Studies	

COURSE NAME	**SMALL BUSINESS ENTERPRISE HESS RESTRICTED**	**COURSE CODE**	**2SBM2**
YEAR LEVEL	12		
COMPULSORY?	No		
PRE-REQUISITES	An interest in small business operations		
COURSE DESCRIPTION	This subject develops an understanding of the background skills and information used in the entrepreneurial activities of small business. Students apply the skills and information in the development of a small business project.		
COURSE CONTENT	There are 3 sections: 1: Small Business Fundaments • The conceptual basis for a small business is planned. • Nature and Purpose of Planning in Small Business • Legal and Ethical basis of Small Business • Taxation for Small Business • Budgets • Financial Records • Marketing and Sales • The Use of Technology in Small Business 2: Planning and Operating an Enterprise • An enterprise is established, operated and closed. • Establishing the feasibility of the Proposed enterprise • Finalising the Business Plan for the Enterprise • Organising Legal, Taxation & Financial Arrangements • Making Operational Decisions While Running the • Enterprise • Closing the Enterprise 3: Evaluating the Enterprise • The enterprise operated in section 2 is evaluated.		
ASSESSMENT	Content Assessment Instrument Weighting: 1. Small Business Environment 25% 2. Business Plan 30% 3. Running the Enterprise 30% 4. Evaluation Report 15% TOTAL 100%		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	Up to 4 hours per week.		
SPECIAL REQUIREMENTS	Computer ‘Literacy’ desirable		

COURSE NAME	**LEGAL STUDIES HESS GENERAL**	**COURSE CODE**	**2LGS2**
YEAR LEVEL	STAGE 2		
COMPULSORY?	No		
PRE-REQUISITES	Successful completion of Year 11 Language rich units. Stage 1 Legal Studies an advantage. Consultation with SOSE Senior Teacher.		
COURSE DESCRIPTION	**Course Outline:** This course aims to provide an understanding of the relationship between law and society, the social function of law and the status of the individual within the legal system. The course aims to develop student skills in communication, evaluation or arguments and written skills.		
COURSE CONTENT	**STUDENTS study the following five topics:** • **The Australian Legal System** • Constitutional Government • **Law-making** • Justice systems • **The Family and the Law**		
ASSESSMENT	**Assessment Component 1: Course Work (45%)** **Assessment component 2: Civic Participation (15%)** **Assessment Component 3: Examination (40%)**		
WORK REQUIREMENTS	Students must attend all classes and submit all assignments on time.		
HOMEWORK REQUIREMENTS	Year 12 student will need to allocate 3-4 hours per week to each subject.		
PATHWAYS AND SPECIAL REQUIREMENTS	**Course Length:** Full year **Further Study:** Tertiary studies in Law related courses. Students must purchase the Legal Studies Text book.		

COURSE NAME	**ECONOMICS** **HESS GENERAL**	**COURSE CODE**	**2ECO2**
YEAR LEVEL	Year 12		
COMPULSORY?	No		
PRE-REQUISITES	On consultation with SOSE Faculty Senior Teacher		
COURSE DESCRIPTION	Economic decision-making is a part of everyday life for all people. Students develop a critical understanding of the foundations upon which an economy operates. They are involved in defining, researching, analysing, evaluating and applying economic models. Students learn how some of these issues affect their lives and how they can use the knowledge and skills of Economics to inform the way they live in their society.		
COURSE CONTENT	**Key Area 1: The Economic Problem** **Key Area 2: Microeconomics** **Key Area 3: Macroeconomics** **Key Area 4: Global Issues**		
ASSESSMENT	**Assessment Component 1: Examination (40%)** **Assessment Component 2: Course Work (60%)**		
HOMEWORK REQUIREMENTS	**3 hours per week**		
SPECIAL REQUIREMENTS	**Course Length:** Two Semester**s** **STUDENTS MAY BE RQUIRED TO PURCHASE A TEXT BOOK.**		
PATHWAYS	The studies of Economics in Stage 1 and Stage 2, equips students for effective participation in society. It provides a background to further studies in related courses at secondary school and within the vocational education and training and university sectors. Economists find jobs in a wide range of areas such as education, government, finance and business.		

COURSE NAME	MODERN HISTORY HESS GENERAL	COURSE CODE	2MNH2
YEAR LEVEL	Stage 2		
COMPULSORY?	No		
PRE-REQUISITES	Successful completion of Year 11 History or by consultation with SOSE Senior Teacher		
COURSE DESCRIPTION	History gives students opportunities to experience the lives of other people in different times and in different places, encouraging a greater understanding of themselves as global citizens. History gives students opportunities to make sense of an increasingly complex and rapidly changing world by discovering, thinking about, and comparing diverse peoples and events of the past. The subject-matter of history is the investigation of human experience. History provides insights into human nature and the ways in which individuals and societies function. By gaining historical perspectives, students are able to see the changes that are happening round them in a wider context and can develop an understanding of how and why events have happened, and therefore how they might occur in the future.		
COURSE CONTENT	• Skills of historical enquiry Topics include: • **A Comparative Study** • **A Depth Study** • **An Individual History Essay**		
ASSESSMENT	The weighting of each component: Assessment Component 1: Course Work (40%) Assessment Component 2: Individual History Essay (20%) Assessment Component 3: Examination (40%)		
HOMEWORK REQUIREMENTS	2-3 hours per week		
PATHWAYS	Further Study: The study of provides the basis for a wide range of vocational pathways. History skills, including researching and analysing material, developing and sustaining an argument, and writing in clear and effective prose, are in great demand, and can be applied to many occupations. These skills will continue to have a high priority for employers in the future. Students of history find employment and careers in areas such as administration, business, government, law and politics, the arts, education, entertainment, journalism, publishing and the mass media, museums, and tourism.		
SPECIAL REQUIREMENTS	Students may be asked to purchase a text book.		

COURSE NAME	JUSTICE IN SOCIETY HESS RESTRICTED	COURSE CODE	2JIS2
YEAR LEVEL	**Stage 2**		
COMPULSORY?	No		
PRE-REQUISITES	An interest in the Australian Legal System or on consultation with SOSE Senior Teacher.		
COURSE DESCRIPTION	This subject develops the understanding that justice should be the paramount outcome in the Australian legal system. The focus is on the student's role in the system, as students will deal with real situations both past and present. The idea of students being 'active participants' and 'shapers of the future' is explored and encouraged. Students develop skills to allow them to be active and informed citizens.		
COURSE CONTENT	**The key areas of study are:** • The Concept of Justice • The Purpose and Nature of Law • Crimes and the Criminal Process • Citizenship: Rights and Obligations **Options are**: • Sport and the Law • Entertainment and the Law • The Family and the Law • Global Rights and the Law		
ASSESSMENT	Assessment consists of: **Assessment Component 1: Course Work (50%)** **Assessment Component 2: Case Report (20%)** **Assessment Component 3: Investigative Task (30%)**		
WORK REQUIREMENTS	Completion of all set Assignments, both Summative and Formative		
HOMEWORK REQUIREMENTS	Up to 4 hours per week.		

COURSE NAME	COMMUNITY STUDIES	COURSE CODE	2WA11/2WB11
YEAR LEVEL	12		
COMPULSORY?	No		
PRE-REQUISITES	Nil		
COURSE DESCRIPTION	Community Studies gives you the chance to learn in and contribute to your community, which can include your workplace, your sports club, your leisure venues, and your home. Community Studies is a subject that lets you make the decisions about what you are going to learn and how you will go about learning it. You will negotiate with your teacher and other people in the community how you will go about it. You will be able to develop the skills and knowledge that you require to achieve your goals.		
COURSE CONTENT and WORK REQUIREMENTS	**THE CONTRACT OF WORK:** • Deciding on your community activity • Preparing for your chosen community activity • Carrying out your community activity • Getting feedback from the community • Undertaking your community presentation • Reflecting on your learning • Keeping evidence of your activities and learning		
ASSESSMENT	**Designing a community-orientated activity** **Conducting the activity** **Evaluating the activity**		
HOMEWORK REQUIREMENTS	4 hours per week		
SPECIAL REQUIREMENTS	**Pathways:** The skills you will learn in this subject are going to be useful for you now and in your future, in areas that may include, for example: • further education and training • work (including a traineeship or an apprenticeship) • leisure activities • volunteer work • parenting.		

Philosophy Stage 2

@School NT: Course Information

Course Name	Philosophy stage 2
SSABSA Code	2PHL2
Requirements and Fees	No pre-requisites other than a good basic ability in English. Philosophy stage 1 may be an advantage. Fees: $20
NTCE Details	Moderated course. No exam component. HESS GENERAL
Delivery Method	This subject is delivered and assessed by Centralian Senior Secondary College via @School NT partnerships. This course is accessible online. Two lessons a week are delivered by a teacher via online conferencing. Students need to feel comfortable working with video and voice over internet. Support materials and course content are accessible via the web. Students need to feel comfortable learning via computers and via the internet.
Prerequisite	Students are required to be independent learners and be capable of working without direct teacher supervision.
Course Full Year	2PHL2
Course Description	There are 3 components: • Argument analysis (3 assessment items) 30% • Issues analysis (at least 3 assessment items) 40% • Philosophical issues study 2,000 word essay (Independent study) 30%
Course Content	The course looks at identifying different types of argument within a variety of media including film text, journalistic text and cartoon. Students will also look at the big questions in life and research what previous Philosophers have said. Their own Philosophical question will form the basis of an Independent study.
Assessment	The course is fully moderated by a panel of philosophy teachers in Adelaide. The first moderation process occurs early in term 2. The final moderation will be in term 4. There is no exam component.
Work Requirements	There are a minimum of 7 assessment pieces of which 2 will be oral presentation. The written assessments range from formal essay style to short answer questions and creative responses to Philosophical questions. Students will need to research and will be guided by the teacher on this. Completion of all formative activities is vital so that the teacher can authenticate the student's work.
Homework Requirements	There will be regular preparation activities between classes which will require research, interaction with other students in the class, or discussion board. Students will need to access e space for weekly details.

COURSE NAME	**Vocational Studies A COURSE CODE: 2VA2**
YEAR LEVEL	This is a Year 12 course open to students who combine work with school, either as a school-based apprenticeship or in some circumstances, with part-time work
COMPULSORY?	No
PRE-REQUISITES	• An interest in using work as part of the NTCE qualification At least 25 hours of vocational learning, such as Business, Engineering, Rural Studies etc
COURSE DESCRIPTION	This is a year long course that will assist in NTCE completion at Stage II. It is specifically designed for part-time students who are already in the workforce or who are work ready and takes into account the learning that occurs in the workplace.
COURSE CONTENT	There are 4 components of Vocational Studies A • Work Preparation o Planning and organising work placements o Completing administrative requirements o Coursework – What is work? Finding Employment & Industrial Relations • Workplace Learning o Participating in the workforce – going out to work o Documenting work experiences o Employer reports, performance assessments • Student Record of Vocational Learning o Certificates or Statements of Attainment from other learning institutions, such as CDU, Rural College, Doveston etc • Work Experience/employment o 2 days per week
ASSESSMENT	This course is externally moderated. This means that a folio of evidence is assembled over the year and sent to Adelaide to be marked by specialists in this subject. Achievement will be marked out of 20.
WORK REQUIREMENTS	Students will be required to undertake work or work experience in an area of interest. Whilst it is not essential that the work is a registered school-based apprenticeship, it is essential that additional learning is also being done. Students must also be enrolled in a course that gives the student qualification in their industry area and attend trade schools as required.
HOMEWORK REQUIREMENTS	There is a set amount of work required for the course to be complete. It is up to the students to complete work requirements. This may mean that homework will be required as needed to ensure completion of minimum work requirements to achieve competency.
FURTHER STUDY	Completion of the NTCE, and/or a School Based Australian Apprenticeship and trade qualifications will lead to full-time apprenticeships and training or to further study at TAFE or University.
SPECIAL REQUIREMENTS	• Compulsory work participation of 2 days per week. • $30 for consumables. •

COURSE NAME	**Integrated Studies A** **COURSE CODE: 2IL2**
YEAR LEVEL	This is a Year 12 course open to students who have a SBAA and/or a successful work experience placement. This course brings together the experiences of work in their chosen field with their learning.
COMPULSORY?	No
PRE-REQUISITES	Successful SBAA and/or work experience placement
COURSE DESCRIPTION	This is a year long course that will assist in NTCE completion. It is specifically designed for students who are already in the workforce and takes into account the learning that occurs in the workplace.
COURSE CONTENT	There are 4 components of Integrated Studies A • Situated Learning Task o Performance in the learning task (work placement) ▪ Quality of outcome ▪ Knowledge, skills, and understanding ▪ Analysis and application • Collaborative Activity and Decision-making o Work collaboratively with others to plan, organise, and implement a project ▪ Collaboration ▪ Decision-making ▪ Reflection and evaluation • Portfolio and Discussion o Keep a portfolio of their learning ▪ Documentation ▪ Evaluation ▪ Communication ▪ Evaluation • Negotiated Task o Select an aspect of their work to develop their learning ▪ Quality of outcome ▪ Connectedness ▪ Self-awareness ▪ Growth in learning
ASSESSMENT	This course is externally moderated. This means that a folio of evidence is assembled over the year and sent to Adelaide to be marked by specialists. Achievement will be marked out of 20.
WORK REQUIREMENTS	Students will be required to undertake work or work experience in an area of interest. Whilst it is not essential that the work is a registered school-based apprenticeship, it is essential that additional learning is also being done. Students must also be enrolled in a course that gives the student qualification in their industry area and attend trade schools as required.
HOMEWORK REQUIREMENTS	There is a set amount of work required for the course to be complete. This may mean that homework will be required as needed to ensure completion of minimum work requirements to achieve competency.
FURTHER STUDY	Completion of the NTCE, and/or a School Based Australian Apprenticeship and trade qualifications will lead to full-time apprenticeships and training or to further study at TAFE or Uni.
SPECIAL REQUIREMENTS	Compulsory work participation of 2 days per week.

COURSE NAME	**Certificate III in Children's Services COURSE CODE: CERCS**
YEAR LEVEL	This course is open to Year 10, Year 11 and Year 12 students
COMPULSORY?	No
PRE-REQUISITES	An interest in gaining a qualification and a career in Human Services like child care, family carer, and eventually onward towards teaching.
COURSE DESCRIPTION	This VET course works towards a Certificate III in Children Services by studying competencies from the CHC02 Community Services Training Package. Students are able to study this course over the school year or take a semester option. Credits towards Stage I of the NTCE will be awarded for all competencies successfully completed. Delivery of the course will be a qualified CDU lecturer and run over 2 lines with practical and theoretical components. Work placement will be up to 1 day per week throughout the year. This course is a nationally recognised qualification which counts towards the NTCE.
COURSE CONTENT	Modules from CHC02 Community Service Training Package. Students will be studying the following competencies; • Identify and respond to children and young people at risk of harm • Ensure children's health and safety • Care for children • Respond to illness accidents and emergencies • Work within a legal and ethical framework • Support the development of children in the service • Interact effectively with children • Participate in workplace safety procedures • Deliver services/activities to stimulate children's development and enhance their leisure • Develop an understanding of children's interests and developmental needs • Apply basic First Aid • Prepare nutritionally balanced food in a safe and hygienic manner • Care for babies • Work effectively with culturally diverse clients and co-workers • Participate in the work environment • Work effectively with families in caring for their child Work Experience
ASSESSMENT	Assessment is competency based. To pass each module and the qualification the student needs to demonstrate competency in all aspects of the course. Competency in all content MUST be achieved to receive the Certificate III in Children's Services and gain NTCE credits for the course. Students who are only competent in some of the competencies will receive a statement of attainment. All certificates, and statements of attainments of competencies are recognised nationally
WORK REQUIREMENTS	Students will be required to undertake work experience at MacFarlane Primary or Clyde Fenton schools under the supervision of a classroom teacher.
HOMEWORK REQUIREMENTS	There is a set amount of work required for the course to be complete. It is up to the students to complete work requirements. This may mean that homework will be required as needed to ensure completion of minimum work requirements to achieve competency.
FURTHER STUDY	This certificate and VET can lead to the completion of the NTCE, and/or a career in Child Care Assistant, Nanny. Out of School Hours Care Assistant. Family Day Carer, Recreation Assistant.
SPECIAL REQUIREMENTS	Compulsory work placement to be advised

COURSE NAME	**Certificate II in Automotive** **COURSE CODE: CERAU**
YEAR LEVEL	This course is open to Year 10 and Year 11 students.
COMPULSORY?	No
PRE-REQUISITES	An interest in gaining an apprenticeship or employment in the 'traditional' trades. Students 15 years and above. Must have completed a DEET expression of interest to undertake a VET program form. **Must have completed Certificate I in Automotive or Certificate I in Engineering.**
COURSE DESCRIPTION	This semester long VET course will provide credits towards Stage I of the NTCE and will be delivered by CDU lecturer. The course will run over 1 day with practical and theoretical components. Work placement will be for 1 day per week throughout the semester. The Certificate I in Automotive is a competency based training course with modules taken from AUR05 Automotive Industry Training Package Retail, Service and Repair Training Package. This course is a nationally recognised qualification which counts towards the NTCE and a core in the automotive industry.
COURSE CONTENT	Modules from AUR05 Automotive Industry Training Package Retail, Service and Repair Training Package. Students will be studying the following competencies; • Apply Safe Working Practices • Identify Environmental Regulations and Best Practice in a Workplace or Business • Carry Out Workshop Practice Activities • Work Effectively with Others • Remove and Tag Automotive Electrical System components • Remove and Tag Engine System Components • Use and Maintain Measuring Equipment • Carry Out Servicing Operations Work Experience • One day per cycle, with a total of 20 days and or 120 hours minimum
ASSESSMENT	Assessment is competency based. To pass each module and the qualification the student needs to demonstrate competency in all aspects of the course. Competency in all content MUST be achieved to receive the Certificate I in Automotive and gain NTCE credits for the course. Students who are only competent in some of the competencies will receive a statement of attainment. All certificates and statements of attainments of competencies are recognised nationally.
WORK REQUIREMENTS	Students will be required to undertake work experience in an area of interest within the automotive trade. Work Experience is an essential part of the program. It will occur one day each week, and may extend outside regular school hours. Completion of work experience is an integral part of completing the course.
HOMEWORK REQUIREMENTS	There is a set amount of work required for the course to be complete. It is up to the students to complete work requirements. This may mean that homework will be required as needed to ensure completion of minimum work requirements to achieve competency.
FURTHER STUDY	Upon successful completion of this course students are encouraged to enrol on the Certificate II course in Semester II. Opportunities for School Based and/or fulltime apprenticeships are a real possibility by studying this course.
SPECIAL REQUIREMENTS	Compulsory work placement component 20 days and or 120 hours. $40 for consumables. Suitable footwear for metal workshops.

COURSE NAME	**Employment Plus** **COURSE CODE: EMPLOY**
YEAR LEVEL	This course is open to all senior students on an invitation basis.
COMPULSORY?	No
PRE-REQUISITES	Students must be 15 years and older.
COURSE DESCRIPTION	This year long course and will be delivered by KHS. This course will provide a pathway for those students who are struggling at school and yet wish to remain at school in the endeavour of either staying on at school to complete their NTCE or obtaining employment at the completion of school. The focus of this course is to give students extra support with workplace literacy and numeracy and prepare them for the workforce by getting them 'work ready. The programme will run over 3 days and will have a 2 day a week work component. Work will be community project based where the students as a collective group go into the community of Katherine and complete projects of a practical nature.
COURSE CONTENT	Students will be studying the following competencies; • SSABSA ESL • SSABSA General Mathematics • SSABSA Work Education • SSABSA Integrated Learning • 2 days a week work experience
ASSESSMENT	Completion of all formative and summative tasks as set by SSABSA curriculum documents. Students will also be required to undertake 2 days a week work experience
WORK REQUIREMENTS	Students will be required to undertake work experience as a collective group; this is an essential part of the program. It will occur one/two days each week. Completion of work experience is an integral part of completing the course.
HOMEWORK REQUIREMENTS	There will be no homework set in this course.
FURTHER STUDY	Upon the completion of this course students will have the opportunity to either up skill themselves further through the VET pathways on offer or seek employment with the support of the school and its network.
SPECIAL REQUIREMENTS	Must attend regularly.

COURSE NAME	**Workready – Work Education** **COURSE CODE: Workready**
YEAR LEVEL	This course is open to Year 10 and Year 11 students
COMPULSORY?	No
PRE-REQUISITES	Students must be 15 years and older. Students between the age of 14 years 9 months and 15 years old are assessed on a case by case basis. All students must be able to present themselves as **'work ready.'**
COURSE DESCRIPTION	This is a year long course being taught over two lines. There is a mid year intake. This course will provide a pathway into the paid workforce through work experience and onto a School Based Australia Apprenticeship for those who are **'work ready.'** The program will consist of 3 days at school and 2 days at work each week. All students in Workready will study Stage I Work Education from the SSABSA curriculum statements. Students who select Workready are still able to access their academic appropriate Maths and English classes.
COURSE CONTENT	**Work Education** has 3 assessable components with a large portion of being directly related to the student's work placement and their performance. This accounts for 50% of their total mark. An Investigative Report, of 600 words, on a workplace issue of interest to them such as OH&S. This and an oral presentation are worth 25%. The final component is their successful participation of a Certificate I in Employability Skills course (or an equivalent course relating to the student's field of work).
ASSESSMENT	Work Education • Workplace Performance • Workplace Reflection and Report • Investigative Report • Oral Presentations • Skills Demonstration
WORK REQUIREMENTS	Completion of all formative and summative tasks as set by SSABSA curriculum documents. Students will also be required to undertake 2 days a week work experience in an area of interest with the purpose of acquiring a School Based Australian Apprenticeship with their host employer. Those students who have succeeded in obtaining a School Based Australian Apprenticeship will be required to undertake further studies relating directly to that apprenticeship through an external Registered Training Organisation.
HOMEWORK REQUIREMENTS	There is a set amount of work required for the course to be complete. It is up to the students to complete work requirements. This may mean that homework will be required as needed to ensure completion of minimum work requirements to achieve competency.
FURTHER STUDY	This certificate and VET course can lead to the completion of the NTCE, and a School Based Australian Apprenticeship in your chosen vocation.
SPECIAL REQUIREMENTS	