KATHERINE HIGH SCHOOL

HANDBOOK

Year 10

2010

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TABLE OF CONTENTS

TABLE OF CONTENTS	**2**
CURRICULUM STATEMENT	**4**
N T CERTIFICATE OF EDUCATION and TRAINING (NTCET)	**5**
NTCET PATTERN REQUIREMENTS	**6**
ENTRY INTO UNIVERSITY	**7**
HOW TO DECIDE MY PATHWAY	***7***
NTCET COURSE PLANNER	**8**
COURSES FOR 2010	
COMPULSORY	**9**
ENGLISH/ENGLISH AS A SECOND LANGUAGE	**10**
MATHEMATICS	**12**
SCIENCE	**18**
HUMANITIES & SOCIAL SCIENCES	**21**
PERSONAL LEARNING PLAN (SEMESTER 2)	
ELECTIVES	**26**
THE ARTS	**27**
BUSINESS, ENTERPRISE & TECHNOLOGY	**33**
HEALTH & PHYSICAL EDUCATION	**37**
VOCATIONAL EDUCATION AND TRAINING	**41**

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 a special needs unit, vocational education for years 9 - 12 including school-based apprenticeships, ESL/ESD programs, years 7, 8, 9 integrated studies in middle school and annual camps. We have a strong sporting and arts tradition with our representative teams always acquitting themselves with distinction. We offer a full NTCET 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

During year 10, students at Katherine High School study a range of compulsory and elective subjects. In 2010 the compulsory subjects will include:

- English
- Mathematics
- Science
- Studies of Society and the Environment
- Personal Learning Plan

Some Stage 1 subjects may be offered in Semester 2 but students will only be accepted into these courses if they have successfully completed the necessary pre-requisites at year 10. Successful completion of Stage 1 subjects may lead to enrolment in Stage 2 classes in 2011.

Students may select from the following electives for the remaining two subjects:

- Art
- Computing
- Food Studies
- Drama
- Health/PE
- Music
- Technical Studies

NORTHERN TERRITORY CERTIFICATE OF EDUCATION AND TRAINING (NTCET)

A NOTE to REMEMBER:

The Northern Territory Certificate of Education and Training requirements are governed by the SACE Board of South Australia which is an independent authority of the South Australian government. The SACE Board 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 NTCET 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). However, how and how much Vocational Education and Training is recognised in the NTCET is the subject of current public consultation.

Purpose of the NTCET

The NTCET aims to:

- be flexible because students will be able to complete it by doing a broad range of accredited subjects and practical activities inside and outside school;
- 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 NTCET

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 eight units in Stage 2 (year 12). This leads to a total of twenty units over the two (or more) years of study.

It is expected that all students wishing to go onto **higher education with a Tertiary Entrance Rank,** must choose 4 x 2 unit Stage 2 units

To gain the new certificate, students must earn 200 credit points (10 credits equate to one semester or six months of study in a particular subject). Some elements of the NTCET will be compulsory.

These are:

• a Personal Learning Plan (PLP) at Stage 1 (this will usually be done in year 10);

• literacy and numeracy courses from a range of English and Mathematics studies at Stage 1;

• completion of subjects and courses at Stage 2.

Students will be required to achieve an A, B or C or equivalent in the compulsory elements to successfully complete the NTCET.

At Stage 1 (year 11), teachers at the school will mark all subjects. At Stage 2 (Year 12), 30 per cent of the work in each subject – such as exams, practical projects and presentations – will be marked by experts outside the school. The rest of the work will be assessed by teachers at the school, with their marks double-checked by experts outside the school. All of this is to make sure everyone is marked according to the same standards.

An A to E scale will be used to report student results at both Stage 1 and Stage 2 levels. Students must achieve an A, B or C in 140 credits.

Future NTCE = 200 credit points

- Students must achieve an A, B or C for all the compulsory subjects.
- Students must achieve an A, B or C in 140 credits.

Stage 1 (compulsory)	Stage 1 or 2 (electives)		Stage 2 (compulsory)	
Personal Learning Plan 10 credits	10	10	10	10
10 Literacy from a range of English courses 20 credits 10	10	10	10	10
	Subjects and courses from a wide range of options 90 credits		Subjects and courses from a wide range of options 60 credits	
	10	10	10	10
Numeracy from a range of Maths courses 10 credits	10	10	10	10

ENTRY INTO UNIVERSITY

INTERSTATE INSTITUTIONS

- To obtain a Tertiary Entrance Rank, it is expected that students will be required to complete the NTCET with four Stage 2 subjects.

- 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 NTCET 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 Heads

NTCET Course Planner

	Credits
You must complete the Personal Learning Plan, worth 10 Credits	
	10
You must complete at least 20 credits* towards literacy Choose from a range of English/English as a Second Language subjects or courses	
You must complete at least 10 credits* towards numeracy Choose from a range of mathematics subjects or courses	
	Subtotal
You must complete other subjects (free choice) worth at least 100 credits* Choose Stage 1 or Stage 2 subjects	
	Subtotal
You must complete at least 60 additional credits* in Stage 2 subjects Choose Stage 2 subjects	
	Subtotal
	TOTAL 200

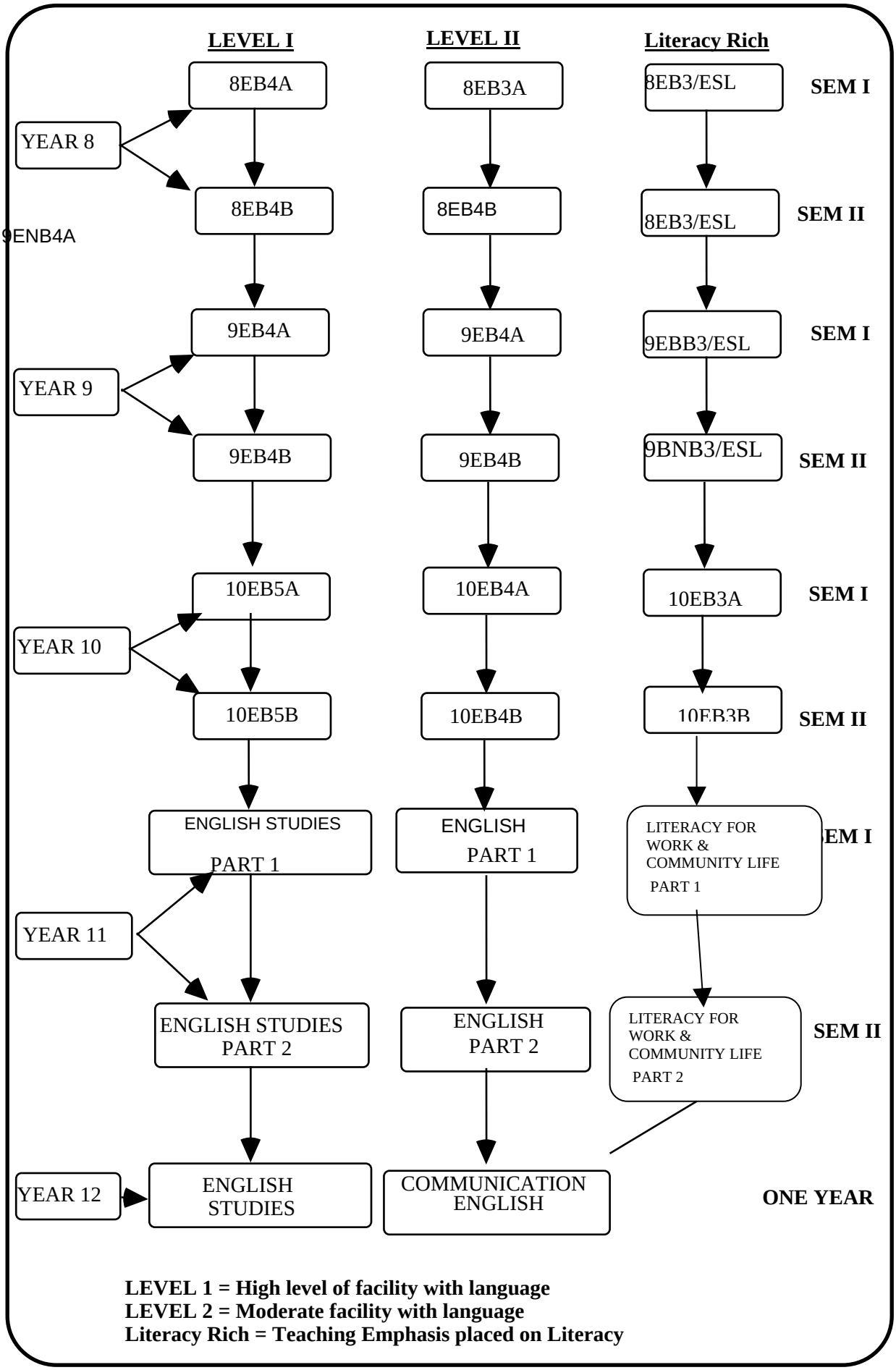
To gain the NTCE, you must earn 200 credits

Compulsory Stage 1 subjects Compulsory Stage 2 subjects	Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE
Free choice subjects (Stage 1 and/or 2)	Students must achieve a grade in these subjects

* If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section

COMPULSORY SUBJECTS

ENGLISH/ENGLISH AS A SECOND LANGUAGE



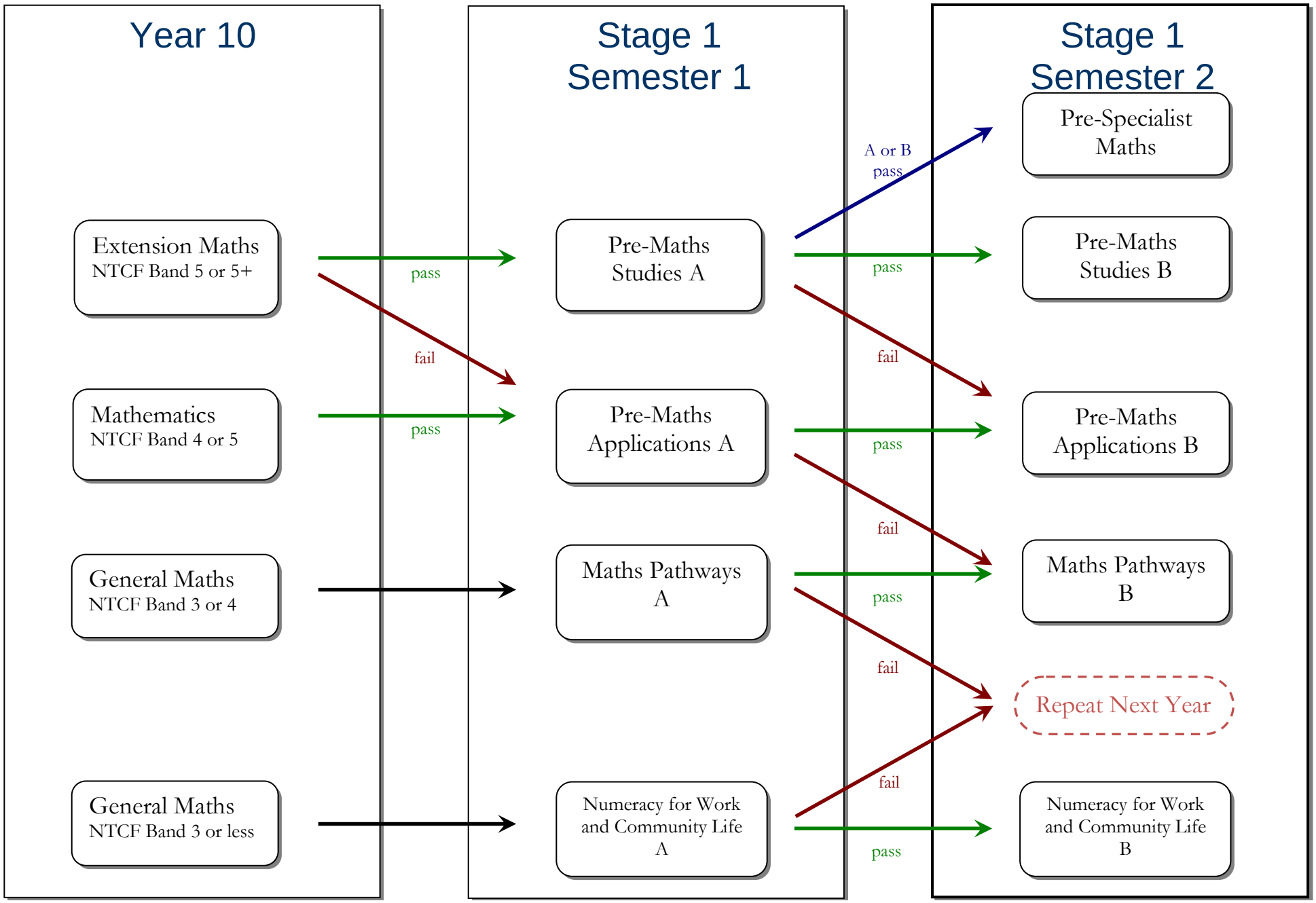
LEVEL 1 = High level of facility with language
LEVEL 2 = Moderate facility with language
Literacy Rich = Teaching Emphasis placed on Literacy

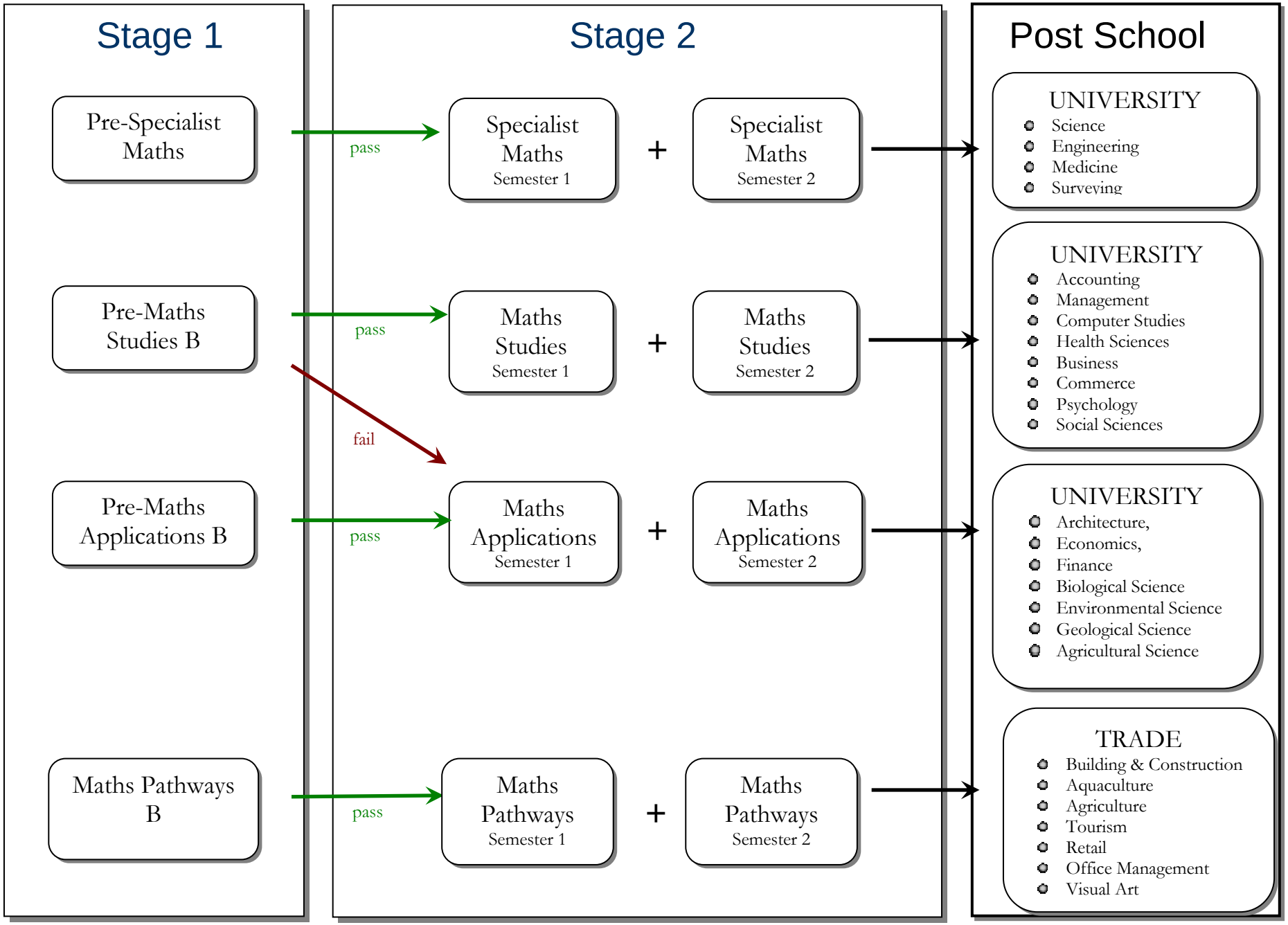
COURSE NAME	ENGLISH YEAR 10	COURSE CODE and LEVEL	10EB5/5+A/B 10EB45A/B 10EB4A/B 10EB34A/B
YEAR LEVEL		YEAR 10	
COMPULSORY?		YES	
PRE-REQUISITES AND PATHWAYS BETWEEN LEVELS		THE POSSIBILITY TO MOVE UPWARDS AND BETWEEN LEVELS CAN BE ACHIEVED IN CONSULTATION WITH SENIOR TEACHER ENGLISH, CLASSROOM TEACHER AND ASSISTANT PRINCIPAL SENIOR YEARS.	
COURSE DESCRIPTION		THIS IS A 2 UNIT (2 SEMESTER) ENGLISH COURSE	
COURSE CONTENT A folio must be kept for each student **Exam preparation** **A novel must be studied in both Semester one and two** **A reader's response journal must be maintained**		SEMESTER ONE & TWO: 3 MODULES (INCLUDING EXAM OR TEST) 1.Critical Reading (Research) or Critical Viewing: • Reinforce students' critical thinking and analysis skills by exploring a range of material including literary, visual, multimodal and media texts • Exam: External (formal out of classroom) Internal (informal in class) 2.Writing: • 2 Text Productions (composing texts) • 2 Text Responses (response to text – analytical and creative) and (response to 2 or more texts – analytical, connected text response) 3. Listening and Speaking: • Formal Oral Expression • Informal Oral Expression	
ASSESSMENT SECTIONS AND REQUIREMNTS		Critical Reading (research) or Critical Viewing: 10% (EXAM: FORMAL OR INFORMAL: 10%) WRITING: 2 TEXT RESPONSE/PRODUCTION: 60% LISTENING AND SPEAKING: ORAL & LISTENING TASKS: 20%	
WORK REQUIREMENTS		**SEMESTER ONE AND TWO:** Critical Reading/Viewing: Journal Writing Writing: Prose under supervision Analytical response to text Analytical (connected text) response to text (poetry, film, play, novel, short story etc) Creative response to text (poetry, play, novel, film etc) Listening and Speaking: Informal oral expression Listening task	
HOMEWORK REQUIREMENTS		READING AND WRITING TASKS WILL BE SET REGULARLY.	
SPECIAL REQUIREMENTS AND FEES		A DICTIONARY AND THESAURUS FOR HOME STUDY AND ASSESSMENT WORK. A FEE OF $20 MAY BE REQUIRED IF CLASS ATTENDS FILM OR PLAY SCREENING.	

MATHEMATICS

2010

YEAR LEVEL	Semester 1 2010	Semester 2 2010
10	Extension Maths - 10MB5A Mathematics - 10MB4/5A General Maths - 10MB3/4A	EXTENSION MATHS - 10MB5B Mathematics - 10MB4/5B GENERAL MATHS - 10MB3/4B


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

COURSE NAME	**Mathematics**	**COURSE CODE**	**10MB5A**
BAND AND YEAR LEVEL	**Band 5 and 5+** **Year 10**		
COMPULSORY?	Yes		
PRE-REQUISITES	Successful completion of 9MA4/5B		
COURSE DESCRIPTION	Semester 1 Academic Year 10 class		
COURSE CONTENT	Unit 1: Quadratic Functions Unit 2: Probability and Statistics Unit 3: Exponential Functions		
ASSESSMENT	Projects, Problem Solving Assignments and Investigations 55% Topic Tests 45%		
WORK REQUIREMENTS	**Completion of all formative and summative tasks.**		
HOMEWORK REQUIREMENTS	In addition to assessable items (projects, investigations, tests and assignments) students will be required to complete classwork and /or drill and practice assignments. **Approximately 3 to 4 hours of homework per week.**		
SPECIAL REQUIREMENTS AND FEES	Scientific calculator. Students are required to use a graph pad unless otherwise instructed and to maintain a mathematics work folder.		

COURSE NAME	**Mathematics**	**COURSE CODE**	**10MB4/5A**
BAND AND YEAR LEVEL	**Band 4 and 5** **Year 10**		
COMPULSORY?	Yes		
PRE-REQUISITES	Successful completion of 9MA4B		
COURSE DESCRIPTION	Semester 1 Mainstream Year 10 class		
COURSE CONTENT	Unit 1: Ratio Unit 2: Trigonometry and Measurement Unit 3: Straight Line Graphs		
ASSESSMENT	Topic Tests 50% Assignments Drill and practise/consolidation 20% Extended Mathematical Tasks eg Projects and Investigations 30%		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	In addition to assessable items (projects, investigations, assignments) students will be required to complete classwork and /or drill and practice assignments.		
SPECIAL REQUIREMENTS AND FEES	Scientific calculator. Students are required to use a graph pad unless otherwise instructed and to maintain a mathematics work folder.		

COURSE NAME	**General Mathematics**	**COURSE CODE**	**10MB3/4A**
BAND AND YEAR LEVEL	**Band 3 and 4** **Year 10**		
COMPULSORY?	Yes		
PRE-REQUISITES	Successful completion of 9MA3B		
COURSE DESCRIPTION	Semester 1 Intensive Year 10 class		
COURSE CONTENT	Unit 1: Ratio Unit 2: Pythagoras and Measurement Unit 3: Algebra Unit 4: Probability		
ASSESSMENT	Projects, Problem Solving Assignments and Investigations 60% Topic Tests 40%		
WORK REQUIREMENTS	Completion of all formative and summative tasks.		
HOMEWORK REQUIREMENTS	In addition to assessable items (projects, investigations, assignments) students will be required to complete classwork and /or drill and practice assignments.		
SPECIAL REQUIREMENTS AND FEES	Scientific calculator. Students are required to use a graph pad unless otherwise instructed and to maintain a mathematics work folder.		

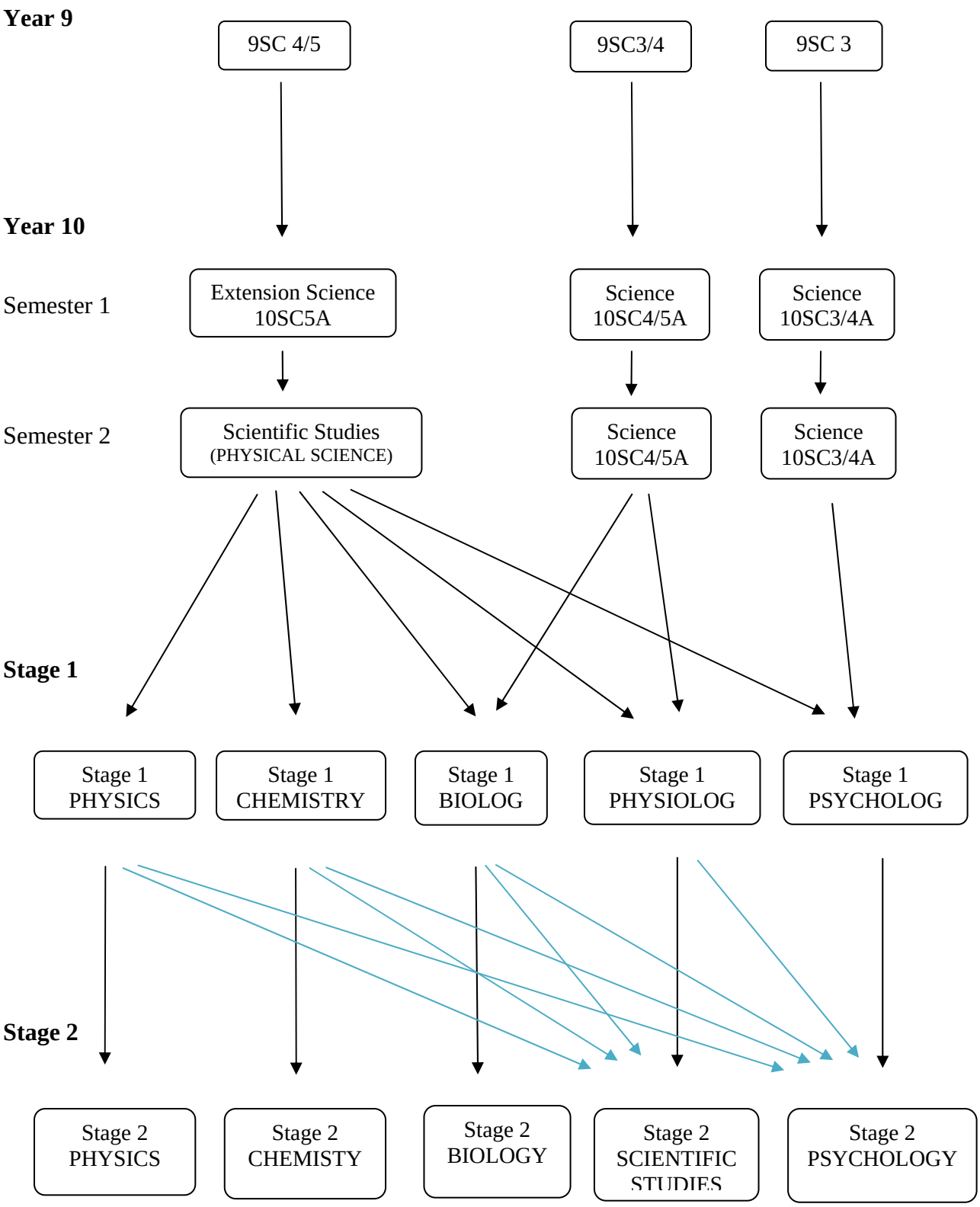
Year 10
SCIENCE
2010

YEAR 10	**Semester 1**	NTCF – Science NTCF – Extension Science
	Semester 2	NTCF – Science NTCET – Scientific Studies (Stage1) [Physical Science] *Recommended for those planning on studying Physics and Chemistry at Stage 1.*

YEAR 11	**YEAR 12**
Physics A and B	Physics 2
Chemistry A and B	Chemistry 2
Biology A and B	Biology 2
Psychology A and B	Psychology 2
Scientific Studies (Physiology)	Scientific Studies 2

SCIENCE COURSES

2010



COURSE NAME	**Year 10 Science Semester 1**	**COURSE CODE**	***10SCB 3/4/5/5+***
YEAR LEVEL	Year 10		
COMPULSORY?	Yes		
PRE-REQUISITES	Appropriate Year 9 Science Band level		
COURSE DESCRIPTION	Core General Science General Science with language and mathematical support.		
COURSE CONTENT	Working Like a Scientist Energy and Change Life and Living Natural and Processed Materials Earth and Beyond		
ASSESSMENT	Year 10 Science will be assessed against the Science Learning Area Outcomes, Essential Outcomes, Learning Technology Outcomes, and where necessary the English as a Second Language Outcomes. These Outcomes are drawn from the NT Curriculum Framework document.		
WORK REQUIREMENTS	Completion of all tasks.		
HOMEWORK REQUIREMENTS	Reports, test preparation, assignments, formative tasks.		
SPECIAL REQUIREMENTS	Nil		

HUMANITIES AND SOCIAL SCIENCES

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	***STUDIES OF SOCIETY AND THE ENVIRONMENT***	**COURSE CODE**	**10SS**
YEAR LEVEL	**YEAR 10**		
COMPULSORY?	**YES**		
PRE-REQUISITES	**SATISFACTORY PASS IN YEAR 9 SOSE**		
COURSE DESCRIPTION	**OPTION A: GLOBALLY SUSTAINABLE FUTURE: HUMAN IMPACT ON THE ENVIRONMENT** ▪ Where are the world's natural and human resources located? ▪ How have selected human activities changed the distribution of selected natural resources over time? ▪ How is information being used as a resource to make and record decisions and challenge decisions that affect natural resource management? ▪ What issues face managers of world environmental issues and what are the possible solutions?		
COURSE OUTCOMES	LEARNING AREA OUTCOMES TO BE ASSESSED **Environments: Place, Landforms and Features:** **Env 5.1** Consider relationships between built and natural features and the distribution and dynamics of human population. **Environmental Awareness and Care** **Env 5.2** Examine the economic, political and technical responses to issues arising from current resources and land use. **Social Systems and Structures: Civics, Governance and Social Justice** Soc 5.3 **Critically evaluate a range of political and legal systems, their policies, and how these impact on citizens, analyse the moral and ethical codes of organisations that promote and protect human rights.** **Essential Learnings** **In 3** Makes decisions and takes actions based on personal values and principles that reflect empathy and integrity. **Con 1** Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to optimize results. **Con 4** Identifies environmental and social issues within the local and global community and takes steps to promote change.		
ASSESSMENT	Mapping and Analysis Exercises Group Activity Research Report and Evaluation Fieldwork Analysis Workfile/homework Participation Assessment totals 100%		
WORK REQUIREMENTS	Participation in class-based activities and completion of summative and formative assessment tasks.		
HOMEWORK REQUIREMENTS	Complete set work. Regularly revise workbook. Up to two hours per week.		
SPECIAL REQUIREMENTS	Students are expected to have their own SOSE notebook as well as dictionary, ruler, pens and pencils.		

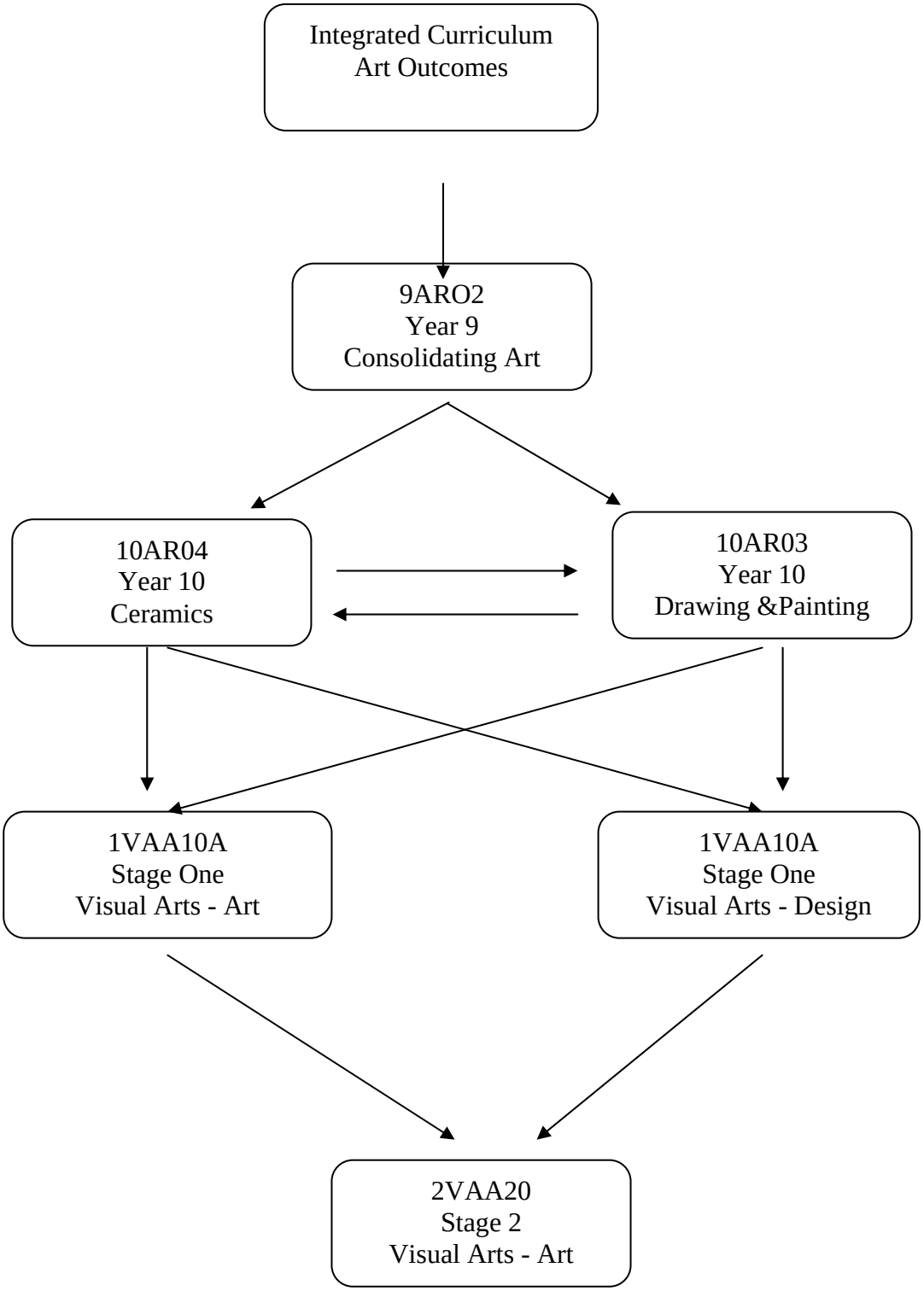
COURSE NAME	**STUDIES OF SOCIETY AND THE ENVIRONMENT**	**COURSE CODE**	**10SS**
YEAR LEVEL	**YEAR 10**		
COMPULSORY?	**YES**		
PRE-REQUISITES	**SATISFACTORY PASS IN YEAR 9 SOSE**		
COURSE DESCRIPTION	**OPTION B: INDIGENOUS CULTURES OF THE WORLD** Focus Areas • Highlight and discuss in depth Indigenous Peoples of the World Today • Identify, discuss and analyse the connectedness and Core Beliefs • Examine environmental Well Being of an area • Examine and compare Oral Traditions • Examine and compare Colonialism • Unsustainable Practices by Colonisers ▪ Indigenous Self-Determination		
COURSE OUTCOMES	LEARNING AREA OUTCOMES TO BE ASSESSED **Social Systems and Change: Indigenous Studies** Soc 4.2 Analyse their own cultural practices in comparison to the histories and current experiences of all indigenous groups and actively contribute towards reconciliation. Soc 5.2 Analyse and evaluate complex culturally-based social, environmental and political issues that are presently significant to Indigenous peoples. **Social Systems and Change: Values, Beliefs and Cultural Diversity** Soc 4.4 Research and describe the diverse interpretations and reactions of individuals/groups to the impact of major events. Soc 5.4 Critically evaluate the cultural and social structures, values and believes of communities, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions. **Essential Learnings** In 6 Explains how the past, present and future contribute to our identity and broaden life directions Con 2 Uses a variety of methods to plan, organise and complete tasks and continually reflects when evaluating the quality of their work		
ASSESSMENT	Comparative Research Report: Analysis and Development Indigenous Peoples Assignment Poetry/music assignment/oral Workfile/homework Participation Fieldwork Assessment Totals 100%		
WORK REQUIREMENTS	Participation in class-based activities and completion of summative and formative assessment tasks.		
HOMEWORK REQUIREMENTS	Complete set work. Regularly revise workbook. Up to two hours per week.		
SPECIAL REQUIREMENTS	Students are expected to have their own SOSE notebook as well as dictionary, ruler, pens and pencils.		

COURSE NAME	***STUDIES OF SOCIETY AND THE ENVIRONMENT***	**COURSE CODE**	**10SS**
YEAR LEVEL	**YEAR 10**		
COMPULSORY?	**YES**		
PRE-REQUISITES	**SATISFACTORY PASS IN YEAR 9 SOSE**		
COURSE DESCRIPTION	**OPTION C: WORLD HISTORY (ANCIENT AND/OR MODERN PERSPECTIVE)** Focus Questions: ▪ How have world events influenced the lives of individuals and groups throughout history? ▪ How have individuals and groups influenced the course of events throughout history? ▪ What values and beliefs have individuals and governments fought to defend or promote? ▪ Has the world become more 'just' as a result of these historical changes?		
COURSE OUTCOMES	LEARNING AREA OUTCOMES TO BE ASSESSED **Social Systems and Structures: Time, Continuity and Change.** Soc 4.1 Analyse significant ideas, people and movements that have shaped society. **Soc 5.1** Analyse how past forces and events have shaped contemporary communities **Social Systems and Structures: Values, Beliefs and Cultural Diversity.** Soc 4.4 Research and describe the effects of mono-culturalism in relation to major events, e.g. The Crusades, and the current parallels regarding religious intolerance and warfare. **Soc 5.4** Critically evaluate the cultural and social structures, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions **Environments: Place, Landforms and Features** **Env 5.2** Consider relationships between built and natural features and the distribution and dynamics of human population **Essential Learnings** Cr 1 Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer. Con 1 Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to maximise results.		
ASSESSMENT	Workbook Oral Tasks Extended Writing Tasks Analysis Tasks Research Presentation Examination Assessment Totals 100%		
WORK REQUIREMENTS	Participation in class-based activities and completion of summative and formative assessment tasks.		
HOMEWORK REQUIREMENTS	Complete set work. Regularly revise workbook. Up to two hours per week.		
SPECIAL REQUIREMENTS	Students are expected to have their own SOSE notebook as well as dictionary, ruler, pens and pencils.		

COURSE NAME	**STUDIES OF SOCIETY AND THE ENVIRONMENT**	**COURSE CODE**	**10SS**
YEAR LEVEL	**YEAR 10**		
COMPULSORY?	**YES**		
PRE-REQUISITES	**SATISFACTORY PASS IN YEAR 9 SOSE**		
COURSE DESCRIPTION	**OPTION D: SMALL BUSINESS MANAGEMENT** ▪ Small Business in Australia ▪ Why Small Business are Established? ▪ Characteristics and limitations of Small Business ▪ Legal structures and tax in a Small Business ▪ Running a Small Business ▪ Budgeting and forward planning ▪ Evaluating Performance		
COURSE OUTCOMES	LEARNING AREA OUTCOMES TO BE ASSESSED **ENTERPRISE: LIFE ROLES** Ent 5.2 Analyse vocational pathways, education and training requirements and identify factors that influence career choices and opportunities. **ENTERPRISE: FINANCIAL LITERACY** Ent 4.1 Apply a range of strategies in personal financial management. Ent 5.1 Evaluate personal financial options within an Australian socio-economic context, plan and apply enterprise skills and attributes in business financial management. **Enterprise: Consumerism.** Ent 4.3 Examine patterns of production and distribution identify strategies used to persuade the consumer, and investigate the rights and responsibilities of the consumer. **Maths – Number: Calculating** N 4.3 Select, extend and apply facts, patterns and strategies including mental, written and electronic methods, for calculations involving rational numbers. **ESSENTIAL LEARNINGS** [In 2] Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their personal goals. [Col 1] Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions. [Col 3] Fulfils their responsibilities as a group member and actively supports other members. [Con 2] Uses and justifies a variety of methods to plan, organise and complete tasks, and continually reflects when evaluating the quality of their work.		
ASSESSMENT	• Reflective journal • Business Plan • Business Operation • Budgeting/Books • Participation • Evaluation Assessment Totals 100%		
WORK REQUIREMENTS	Participation in class-based activities and completion of summative and formative assessment tasks.		
HOMEWORK REQUIREMENTS	Complete set work. Regularly revise workbook. Up to two hours per week.		
SPECIAL REQUIREMENTS	Students are expected to have their own SOSE notebook as well as dictionary, ruler, pens and pencils.		

ELECTIVE SUBJECTS

ART - Pathways



COURSE NAME	PAINTING & DRAWING APPRECIATION	*COURSE CODE*	10AR03A
YEAR LEVEL	Year 10 Band 5		
COMPULSORY?	No		
PRE-REQUISITES	9AR02		
COURSE DESCRIPTION	This is a Year 10 elective course which allows students to further develop skills and understanding applicable to the visual arts. Students engage in drawing and painting whilst studying works of art and art processes.		
COURSE OUTCOMES	VA 5.1 Creating Arts Ideas experiment with a diversity of historic and contemporary ideas and forms to create artworks that purposefully convey intentions VA 5.2 Arts Skills and Processes experiment with a range of materials , skills, techniques, process , technologies conventions and arts terms to determine the possibilities for application VA 5.3 Arts Responses and Analysis use relevant arts terminology to identify, analyse and interpret personal arts experiences and other artists work , reflect and discuss different points of view and interpretations VA 5.4 Arts in Context analyse a range of historical and contemporary artworks to understand the influence of context on artists and arts practice		
ASSESSMENT	Assessment is based on artwork produced, research and analysis of selected artists and artworks and students record of their development of arts ideas.		
WORK REQUIREMENTS	Complete all formative and summative work.		
HOMEWORK REQUIREMENTS	Homework is seen as an important link in the development of the necessary attitudes and skills essential for successful completion of senior courses. Theory assignments will be completed in accordance with this requirement.		
SPECIAL REQUIREMENTS	A contribution of $25 to meets consumables costs. Students to provide painting shirt.		

DRAMA – Pathways

Integrated Curriculum Studies
Drama Outcomes

↓

9DRO2
Year 9
Drama

↓

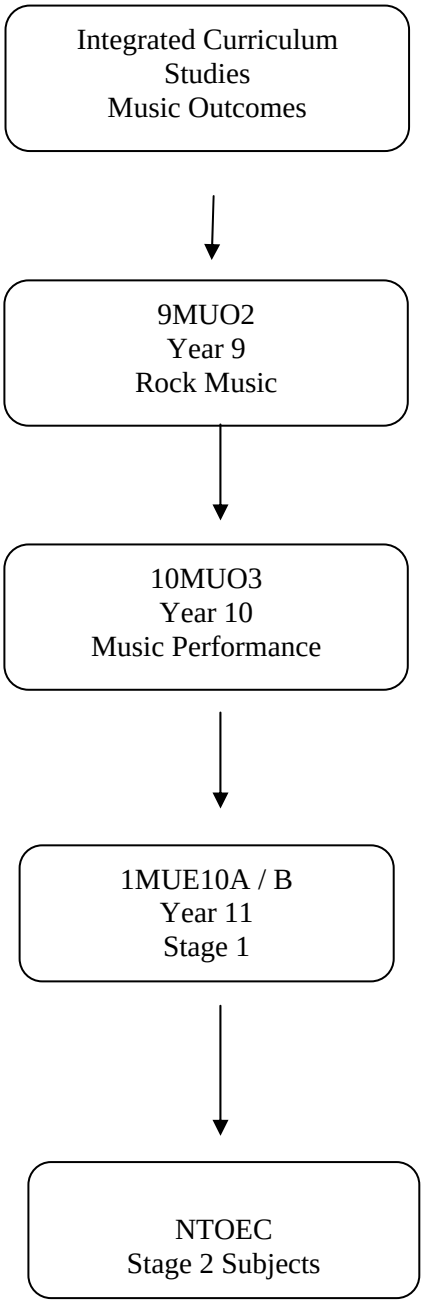
10DRO3
Year 10
Performance Skills

↓

1DRM10
Year 11
Stage One Drama

COURSE NAME	PERFORMANCE SKILLS	COURSE CODE	10DR03A
YEAR LEVEL	Year 10 Band 5		
COMPULSORY?	No		
PRE-REQUISITES	Pass or better at Year 9 level or with negotiation with teacher		
COURSE DESCRIPTION	Drama/Performance Skills allows students as individuals or as part of a group to explore and experiment with various forms of performances. The course involves practical workshops, a focus on theatre study and possible theatre visits.		
COURSE OUTCOMES	Dr 5.1 *Creating Arts Ideas* experiment with a diversity of performance concepts, exploring the craft of acting and the actor/audience relationship Dr 5.2 *Arts Skills and Processes* research and experiment with a variety of historical and contemporary production making influences Dr 5.3 *Arts Responses and Analysis* compare, evaluate and analyse different interpretations of texts and performance works. Dr 5.4 *Arts in Context* analyse a range of historical and contemporary texts to understand the influence of the writer on artists and performance practice.		
ASSESSMENT	Assessment will involve participation in a group production, maintaining a production log and review writing.		
HOMEWORK REQUIREMENTS	Weekly journal entries. Homework completed as set by the teacher.		
SPECIAL REQUIREMENTS	A minimum of one live performance must be viewed in the course and may involve travelling to Darwin on an evening excursion. Students will most likely be involved in after hours rehearsals. Out of town students may be required to make special arrangements in order to attend these rehearsals.		
ADDITIONAL COSTS	Excursion costs if applicable.		

MUSIC – Pathways

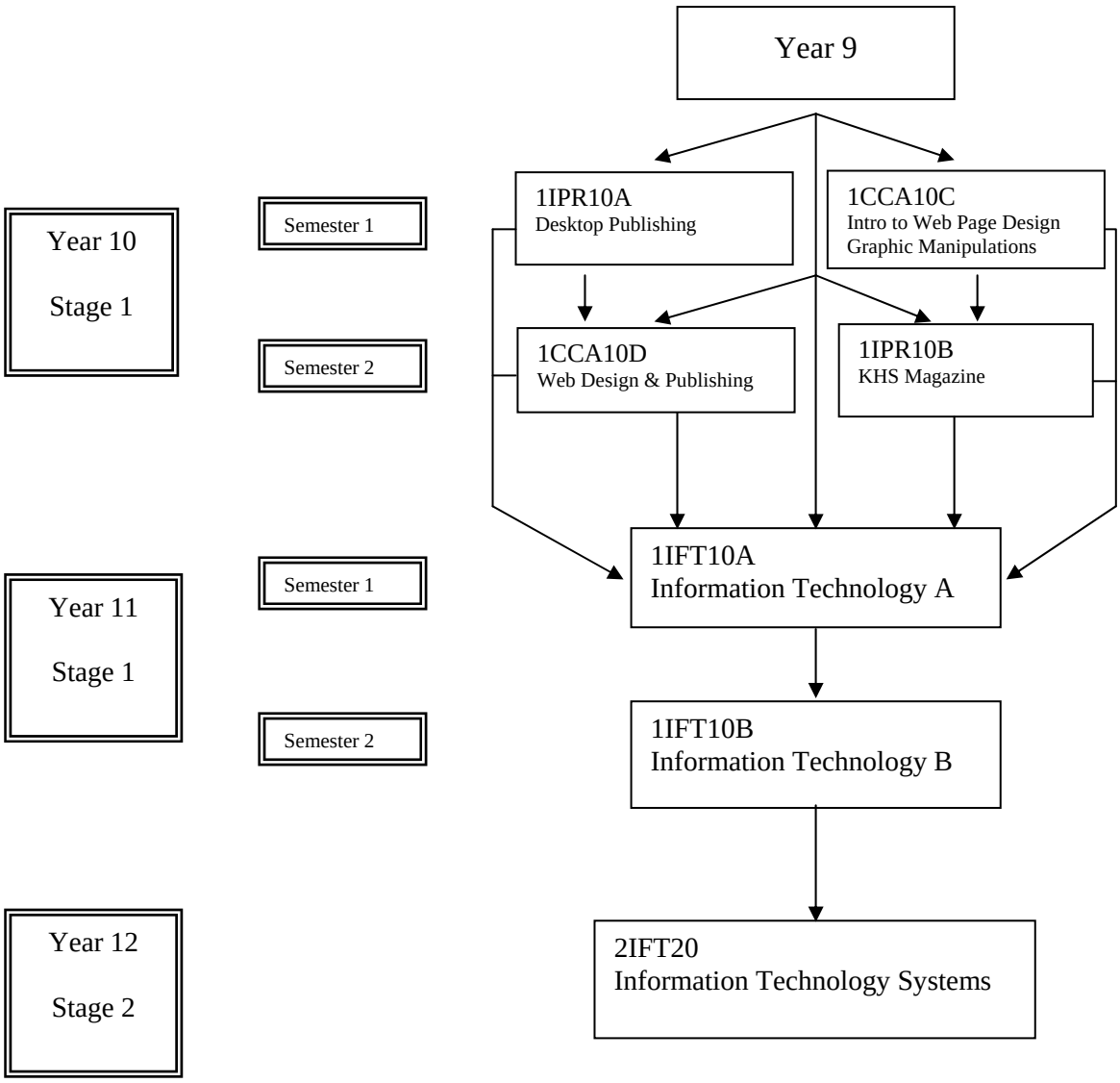


COURSE NAME	**MUSIC PERFORMANCE**	**COURSE CODE**	**10MU03A**
YEAR LEVEL	Year 10 Band 5		
COMPULSORY?	No		
PRE-REQUISITES	Nil- although preference is given to students who have successfully completed music in previous years		
COURSE DESCRIPTION	This is a Year 10 Band 5 elective subject. Students will experience a contextual overview of popular music by performing as a class and in small groups and by identifying and analysing stylistic elements of popular music. Students will be expected to perform a solo piece for the class and they will be encouraged to compose and perform songs from various styles. Students will be given the opportunity to experiment and rehearse skills on a variety of instruments in both solo and group presentations. Performance at Assembly and a willingness to be involved with all aspects of the course is a compulsory requirement.		
COURSE OUTCOMES	Mu 5.1 Creating Arts Ideas plan and present musical works that convey meaning through experimentation with a range of musical techniques Mu 5.2 Arts Skills and Processes explore a range of musical terms, materials, skills, techniques, processes, technologies and conventions; select and apply appropriate elements when developing and presenting musical works Mu 5.3 Arts Responses and Analysis use relevant musical terminology to identify, interpret and reflect different points of view and interpretations of musical works Mu 5.4 Arts in Context identify influences on music within particular societal, cultural and historical contexts and demonstrate an understanding of changes that have occurred. .		
ASSESSMENT	Assessment is based on class performances and presentations at assembly in conjunction with theory work, including written and aural exercises.		
WORK REQUIREMENTS	Participation and completion of set tasks.		
HOMEWORK REQUIREMENTS	Listening and written tasks will be set regularly.		
SPECIAL REQUIREMENTS	Students selecting to study music at an elective level must be aware that all music courses carry a theory component. Students must complete all theory work to successfully complete the course.		

DESIGN and TECHNOLOGY – Pathways 1

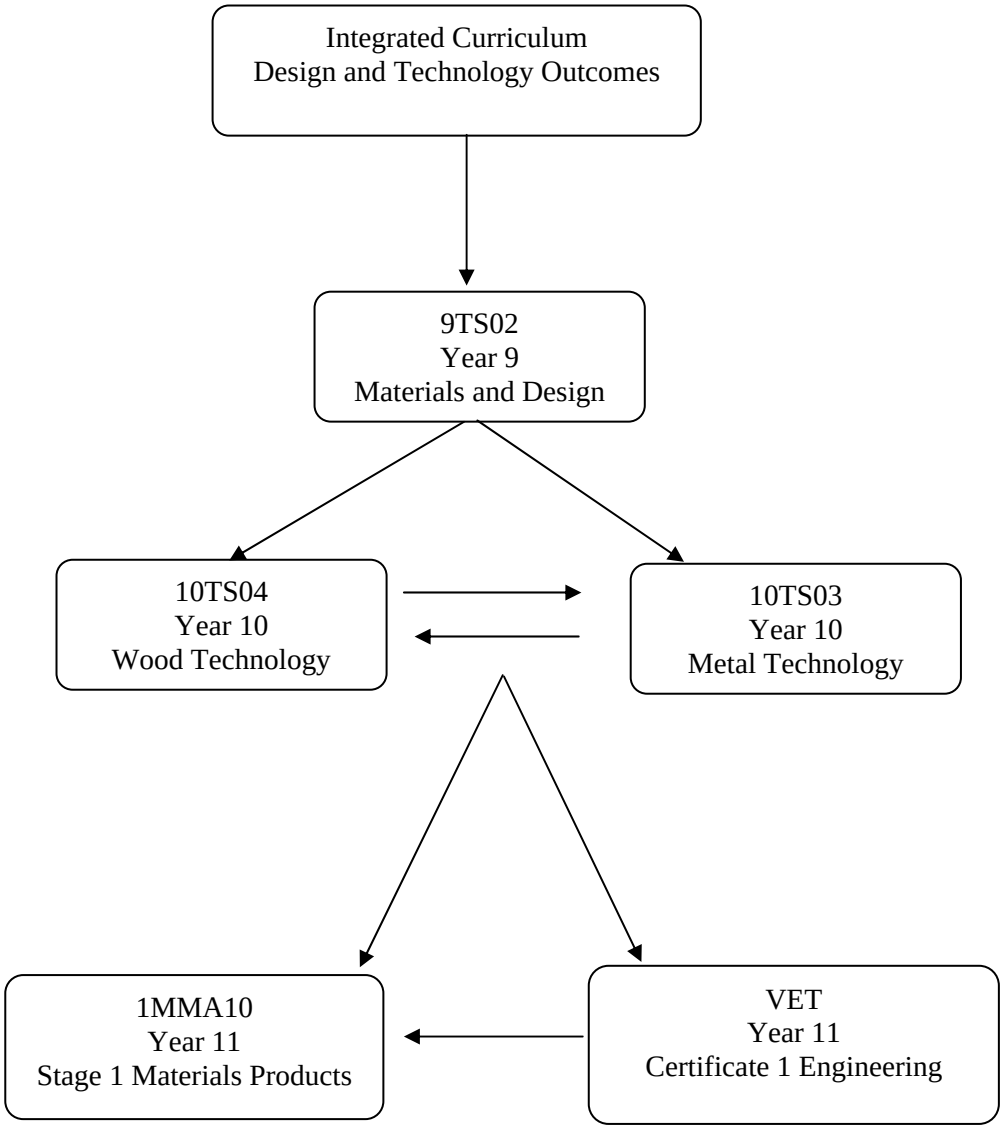
Senior Computing
Subject Flow Chart

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



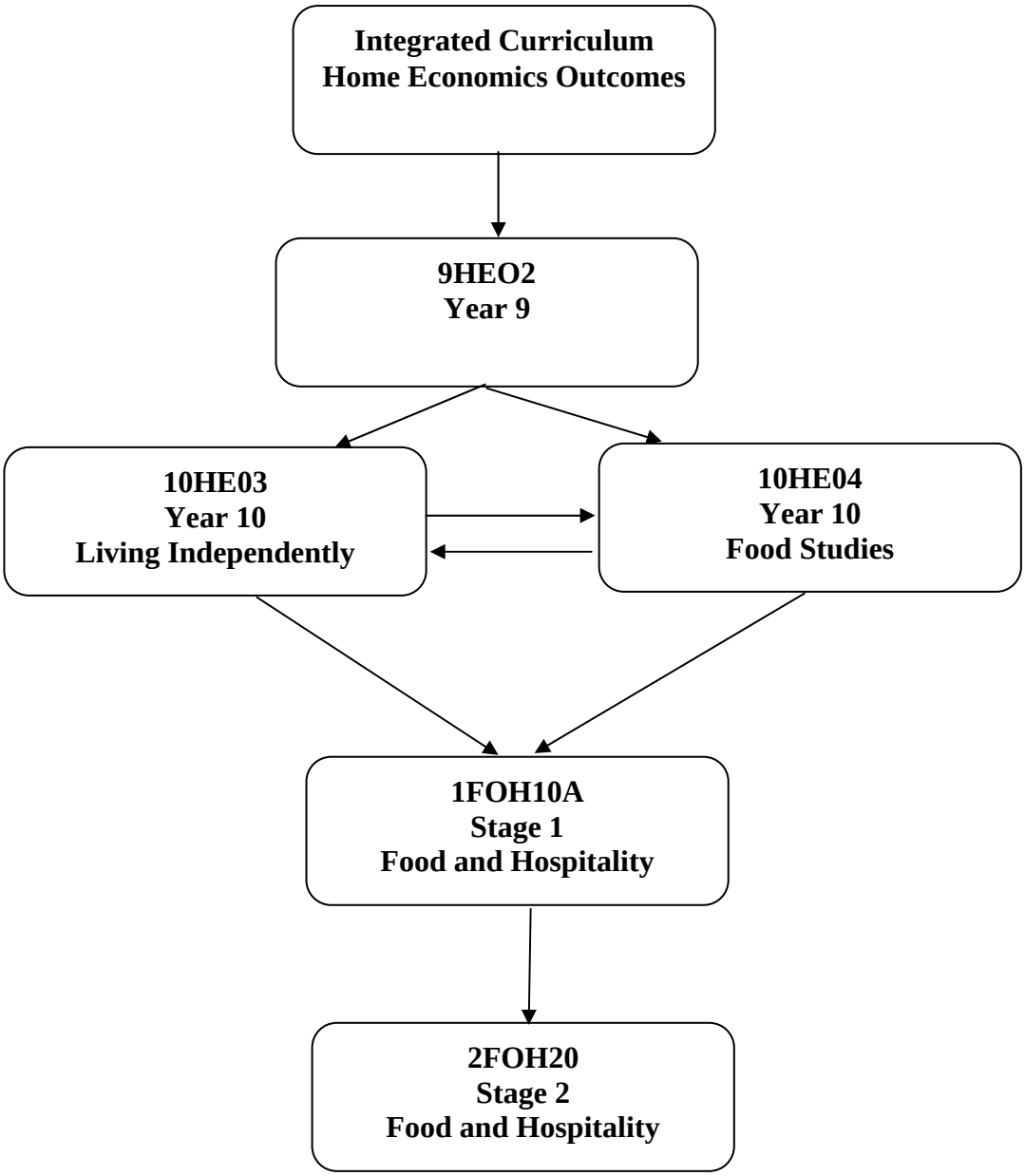
COURSE NAME	Introduction to Web Page Design	COURSE CODE	10CS05
YEAR LEVEL	10		
COMPULSORY?	No		
PRE-REQUISITES	Band 4 Solid in Learning Technology & Technology and Design Outcomes in the NTCF		
COURSE DESCRIPTION	At the end of this course students should be able to: • demonstrate an understanding of the processes, products, and potential of design and technological activity; • apply given design strategies to implement solutions to technological problems, working collaboratively and/or individually; • recognise and use the differing characteristics and properties of materials, components, techniques, and equipment to make products or systems safely; • gather, interpret, and apply information relevant to the solution of technological problems; • communicate to relevant audiences their ideas, understanding, and decision-making processes relating to a product or system based on defensible values and principles; • use, and apply to a range of technological activities, appropriate knowledge and understanding of skills, processes, procedures, and techniques.		
COURSE CONTENT	• Introduction to entry level web design software • Design and manufacture web page products that fit a chosen design brief. • Develop knowledge and skills associated with using a range of media. • Critique how present and past communication technologies affect society now and how they will affect society in the future. • Investigation, analysis, and the critiquing of a broad range of web sites to inform students of how to create original solutions. • Use web pages to communicate, generate, develop, and model design proposals.		
ASSESSMENT	Assessment in this course consists of the following components. The weighting of each component should be between 10% and 50%. • Assessment Component 1: Product Analysis • Assessment Component 2: Design and Communication Task • Assessment Component 3: Product Realisation and Evaluation • Assessment Component 4: Specialised Skills Task. 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		

DESIGN and TECHNOLOGY – Pathways II



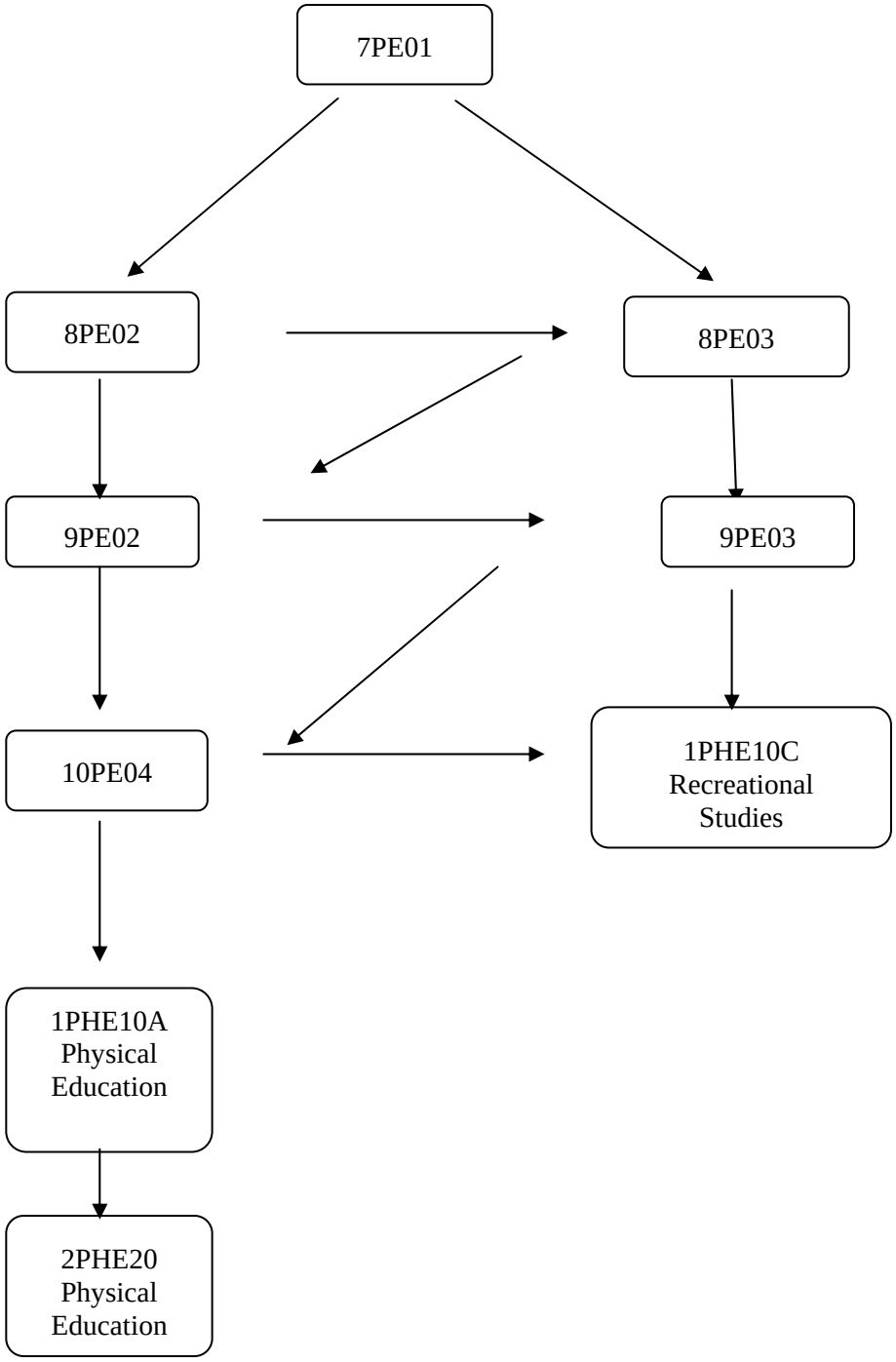
COURSE NAME	**WOOD TECHNOLOGY**	**COURSE CODE**	**10TS04A**
YEAR LEVEL	Year 10 Band 5		
COMPULSORY?	No		
PRE-REQUISITES			
COURSE DESCRIPTION	This is an elective course which allows students to study woodwork and design and build on skills developed in other courses. Students are engaged in using workshop tools, equipment and machinery to develop skills through constructing wood projects and furniture. The design component focuses on producing a project which reflects students own thinking and decision making.		
COURSE OUTCOMES	Pr 5.2 Skills and Techniques: use specialized skills and modify techniques and apparatus to achieve specified functional and aesthetic outcomes. De 5.1 Investigate: analyse the design brief and investigate the development and promotion of a range of products and process to maximize opportunities for innovation. Cr 5.1 Evaluate: evaluate critically the effectiveness of techniques, resources and processes used to design and produce an intended product or system		
ASSESSMENT	Assessment is based on practical, theory and design tasks.		
HOMEWORK REQUIREMENTS	Maintain a complete notebook. Complete assignment tasks as set.		
SPECIAL REQUIREMENTS	Students will be required to observe the safety requirements of workshops in areas of dress, behaviour and work habits. Covered shoes are compulsory.		
ADDITIONAL COSTS	Students will be required to make a contribution of $15 to offset the cost of materials used for their project work.		

HOME ECONOMICS - Pathways



COURSE NAME	FOOD STUDIES	COURSE CODE	10HE04B
YEAR LEVEL	Year 10 Band 5		
COMPULSORY?	No		
PRE-REQUISITES	Nil		
COURSE DESCRIPTION	This is a practical subject which studies food in a range of contexts. Students learn to prepare and present food to meet identified criteria and demonstrate an understanding of diet and nutrition.		
COURSE OUTCOMES	Pr 5.2 Skills and Techniques demonstrate high level skills using specialised equipment to produce to specified standards of quality and safety. HP 5.2 People and Food critically analyse trends in eating behaviours and address an area of concern related to current trends in eating and planned diets. Cr 5.2 Evaluate analyse assess and modify if necessary the products and processes involved in design and production from inception to completion.		
ASSESSMENT	Assessment is based on practical tasks, research tasks, and oral and written presentations.		
WORK REQUIREMENTS	Students will be required to complete tasks, which have both a theory and practical component.		
HOMEWORK REQUIREMENTS	Complete written assignment and research tasks as set.		
SPECIAL REQUIREMENTS	Students are asked for a contribution of $30.00. This covers the cost of consumables needed to successfully complete this course.		

PHYSICAL EDUCATION – PATHWAYS



COURSE NAME	PHYSICAL EDUCATION	COURSE CODE	10PE04A
BAND AND YEAR LEVEL	Year 10 elective unit		
COMPULSORY?	No		
PRE-REQUISITES	PE02		
COURSE DESCRIPTION	This is a Year 10 elective unit. It is strongly recommended for any student considering further study or employment in this field.		
COURSE CONTENT	Practical A variety of practical activities will be incorporated into this unit according to the interests of the group, available equipment and facilities, and the climate. Minimum 4, Maximum 5 Theoretical Unit 1 – Foundations of physical education Unit 2 – Fitness: components and effects of exercise		
ASSESSMENT	Practical Skill level and skill development: 25% Application and effort 25% Participation 10% Theoretical Foundations of physical education 20% Fitness: components and effects of exercise 20%		
WORK REQUIREMENTS	Active participation in all practical lessons. Completion of assignments and tests Participation in class discussions and activities		
HOMEWORK REQUIREMENTS	Completion of assignments, homework and projects.		
SPECIAL REQUIREMENTS AND FEES	Appropriate clothing for physical activity. Sport shoes are essential for participation in practical activities.		

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 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	

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	**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. Workplacement 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 I 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.
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.