



**Parent
and
Senior School
Handbook**

Our Vision

Make us one in Christ

With Hope

To nurture our potential

With Faith

To serve our community

With Love

To honour all people

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WELCOME TO O'LOUGHLIN CATHOLIC COLLEGE

A Message from the Principal

O'Loughlin Catholic College aims to be a community of faith, providing sound Catholic secondary education to boys and girls in Years 7-12. As such, the College seeks to infuse the core Christian values of faith, love and hope into all areas of learning and into every aspect of the College's life.

The College, as a faith community, seeks to strengthen and express itself in worship and prayer. It aims at giving witness by its bonds of concern and by its service to those in need.

The College strives to help students grow as individuals with unique capabilities. It tries to help them achieve co-operation, tolerance and harmony, together with a sense of social responsibility.

Academically, the College strives to cultivate intellectual values in a wide range of disciplines. The College aims to maintain a contemporary approach to pedagogy and curriculum. It aims to promote in students a sense of integrity, respect for truth, openness and other scholarly virtues. In addition, giving students a mastery of a wide range of subjects and skills while guiding individuals towards their own levels of achievement. We value excellence in all our endeavours.

The important role of parents in education and desirability of a high co-relation between home and school values are also recognised. Hence co-operation and consultation in home and College relations are particularly emphasised.

College Emblem

The College emblem is a circle representing our desire to practice unity. The cross represents the love of Christ for each of us.

The tongue of fire represents the Holy Spirit – the life force of our College.



Our Mission

At O’Loughlin Catholic College we aim to develop and nurture the Catholic tradition in our multicultural school community by:

- Celebrating our Catholic identity through sacraments and liturgy.
- Developing a welcoming College community built on respectful relationships.
- Recognising, nurturing and celebrating the uniqueness of each individual.
- Endeavouring to facilitate each’s journey towards their potential through quality teaching and learning practices.
- Developing student leadership qualities by encouraging good citizenship.
- Encouraging awareness, understanding and an active engagement with issues of social justice.

Pastoral Care

O’Loughlin Catholic College creates an environment where students feel supported, happy and safe; encourages an increased level of accountability, responsibility and decision-making within the students; and values and honours all as unique and special, especially in this important stage of physical, emotional, academic and spiritual development.

Pastoral care is student centred, using diverse and innovative pedagogies to both challenge and inspire. Great importance is placed on building relationships - between students and their peers, and between students and adults - that foster communication, respect and social competence. Thus pastoral care at the College, as a system, aims to ensure that the needs of the whole child are met. This system plays a vital role in developing the knowledge, understanding, skills, abilities and attitudes necessary for our students.

Communication with Parents/Guardians

Newsletter

O’Loughlin Catholic College produces a newsletter every fortnight. Newsletters are found on the College website. In addition, newsletters are emailed to all parents for their convenience.

Website

The College website is: www.oloughlin.nt.edu.au

Contacting Staff

All staff can be contacted through our email system: teacher’s first name and then surname at our O’Loughlin Catholic College address *i.e.* first.surname@nt.catholic.edu.au Alternatively, staff can be contacted through the front office on 08 8945 1277.

Student Diary

General communication matters from Pastoral Care/Subject Teachers to parents are usually written in the student Diary, via electronic message through Edmodo or via email.

Parents/guardians are an important part of O'Loughlin Catholic College's Community. You are one of the primary influences in the life of your student and we, as a College, appreciate and encourage this involvement.

College Advisory Board

The College has a College Advisory Board (the Board) which advises the Principal. The Board and its various committees are made up of both elected and appointed parents, a parish priest and community representatives who have a particular expertise that contributes to the overall welfare of the College.

Parents and Friends Association (P&F)

Parental support and involvement in the day to day running of the College is highly valued. Parents and friends are welcome and encouraged to participate in all activities. If you would like to join the P&F please contact the Front Office.

Any parents willing to give up their time in supporting any of the co-curricular activities by being either a coach or transporting students to venues, please contact the front office or the staff member involved.

Enrolment Procedure

The process of enrolment involves:

- a) the student making a serious commitment to secondary education,
- b) parents/guardians showing a willingness to assist and support the endeavours of the school, and
- c) signing a contract to support O'Loughlin Catholic College in providing an effective Catholic educational environment.

Enrolment procedures are as follows:

1. An "Application for Enrolment" form is completed in full by parents or guardians.
2. Upon receipt of the completed application form with all requested documents attached, including payment of the administration and assessment fee of \$160.00 (non-refundable), an interview for parents/guardians and the student will be arranged with one of the College Executive members.
3. Once interviews have been finalised, parents/guardians will be notified in writing with regards to the acceptance of their enrolment. Upon receiving an acceptance letter, an enrolment fee of \$300.00 (refundable) is paid to confirm the enrolment.

Enrolment forms are available from the College Front Office.

Enrolment Agreement

The enrolment agreement is a way of helping to forge closer links between members of the College community parents/guardians, students and teachers, so that the aims of the College might be best fulfilled. Should any conflict occur between any members of the College community, all parties concerned should be prepared to come together to discuss the matter at hand with openness to what is best for the student’s wellbeing, education and development. The normal course for cases of any repeated misbehaviour should be that prompt and appropriate action be taken by the student’s parents/guardians before the College has to apply more serious sanctions.

Fees and Charges

Fees

Tuition fees are set and reviewed by the Catholic Education Office of the Northern Territory (NT) on an annual basis.

Curriculum Levy (per student) covers standard subject expenses along with photocopying, IT resources, classroom consumables, student insurance, camps, and pastoral events such as retreats.

Family Levy (per family) assists with the cost of such things as electricity, air-conditioning, and maintenance of buildings and grounds.

Capital Family Levy (per family) provides for renovations and the capital development of the College.

O’Loughlin Catholic College – Fees 2018

	Year 7, 8 and 10	Year 9	Year 11 – 12
Tuition Fee (These fees cover such things as staff salaries and administrative expenses)	2,324.00	2,324.00	3,410.00
Curriculum Fee (These fees cover such things as camps, retreats and classroom expenses, including classroom consumables, photocopying and IT resources)	980.00	1,185.00 (the extra charge is to help cover the extensive 4-day compulsory Year 9 camp)	680.00
Total	\$3,304.00*	\$3,509.00*	\$4,090.00*

* **plus Family Levy** **\$420.00**

* **plus Capital Family Levy** **\$260.00**

A 5% discount applies on the Tuition Fee if fees are paid in full by the end of February. Additional fees for Outdoor Education, Duke of Edinburgh and/or VET courses are not included in this discount.

Additional Fees

Electives	Year Level	Cost
<u>Outdoor Education (ODE)</u> (Please note: this is an extra charge for those students who elect to do <i>Outdoor Education</i> in Year 9, 10, 11 or 12)	Year 9 ODE	\$150 (registration fee)
	Year 10 ODE	\$200.00 Semester 1
	Year 10 ODE	\$950.00 Semester 2 (major week-long outdoor camping and skills component for the course)
	Year 11 ODE	\$250.00 per semester
	Year 12 ODE	\$300.00 per semester
Vocational Education & Training (VET)	There may be a 'materials expense' charged by the VET provider for those who choose to do a VET course	

Optional	Year Level	Cost
Odyssey	Year 11	\$2,800.00 (TBC)

Payments

Accounts

Annual fees are billed in two equal instalments, payable at the start of Terms 1 and 3 and are payable within 14 days. A 5% "early bird" discount will apply if all fees are paid on or before the end of February for the current year.

Discounts

Where a family has more than one student attending any of the Catholic Schools (including O'Loughlin Catholic College) in the NT, a reduction in the tuition fee is applicable.

Payment methods

- Cash or cheque
- BPAY – biller code and reference numbers are shown on your statement
- EFTPOS – savings or credit
- Direct Debit – via your payroll or nominated account
- Direct Deposit – from your bank to O'Loughlin's
- Centrelink – direct from your Centrelink payments
- Basics Card – payments must be made in person at the College

For further details on the above please contact the Front Office.

Withdrawal of Students

A full terms notice, in writing, must be given to the College Secretary before the withdrawal of a student. Failure to give such notice will involve payment of the fee for the relative period, irrespective of the date the student may leave during the term. Exceptions may be given in cases of transfers at short notice, or on compassionate grounds. Please complete a Student Departure form, available by emailing secretary.oloughlin@nt.catholic.edu.au or from the Front Office of the College.

Bell Times Normal Day

Warning Bell	8.25	Lesson 3	11.15
Roll Call & Notices	8.30	Change Over Bell	12.15
Lesson 1	8.40	Lesson 4	12.20
Change Over Bell	9.40	Lunch	1.20 (40 mins)
Lesson 2	9.45	Warning Bell	1.55
Recess	10.45 (30 mins)	Lesson 5	2.00
Warning Bell	11.10	End of Day	3.00

Student Attendance

Late Arrivals

Students who arrive late, but before 8.40am are to go directly to their Pastoral Care Group classroom and ensure that the teacher has recorded their presence. Students who arrive later than 8.40am are to go to the front office to sign in explaining why they are late. Students who arrive late, without a good reason, will have a discussion with the Team Leader and will be issued a detention after the third incident.

House Teams

Gsell – Green

Gsell is named after Bishop Francis Xavier Gsell who was the first Bishop of Darwin.

Hunter – Yellow

Hunter is named after Ian Hunter the first Principal of O'Loughlin Catholic College.

Collins – Red

Collins is named after Bishop Ted Collins who was Bishop of Darwin when O'Loughlin Catholic College opened in 1987.

MacKillop – Blue

MacKillop is named after St Mary of the Cross, MacKillop, who is Australia's first Saint.

Homework Policy

Homework at O’Loughlin Catholic College involves a partnership in learning with students, teachers and parents/guardians. It allows for the practicing, extending and consolidating of work studied in class, encourages students to be self-motivated and take responsibility for their own learning, and create independent and lifelong learners. Students are encouraged to take full responsibility for their own homework. Formal homework schedules are introduced at Year 7 when students are expected to complete projects and assignments. There is a gradual increase in the volume of homework as students progress through the College.

Homework set will:

- Be appropriate for each student’s age and ability
- Take into account students’ other commitments, such as sport, part-time employment and home responsibilities.

Homework categories:

- Practice tasks help students to apply and practice newly acquired skills
- Introductory tasks involve students obtaining and reading background information to prepare them for future lessons on a specific topic
- Extension tasks encourage students to individually research information and collect resources.

As a general homework guide:

Middle School	Homework per week
7	2 ½ hours on average – not to exceed 3hr
8	Not to exceed 4 hours
9	Not to exceed 5 hours
Senior School	Homework per night
10	Per night: 1½ hours
11	Per night: 2 -2½ hours
12	Per night: 2½ - 4 hours

All students are required to meet deadlines. Extensions to assigned homework should not be assumed and are not approved until they are confirmed by the teacher.

Reporting

Written Reports/End of Semester Reports

At O’Loughlin Catholic College all Year 7 to 11 students will receive a written report at the end of each semester. Year 12 students will receive a mid-year report, but not an end of year report from the College. This report will provide parents/guardians with a clear indication of their student’s progress and achievement for all areas of learning taught and assessed during that semester. Written comments will highlight the student’s strengths within the learning area; the skills and knowledge developed by the student, and actions that can be taken to improve their learning and requirements for the next stage of learning.

Students in Years 7 to 11 will receive an A to E grade and an A+ to E- grade in Year 12. Students with a disability who are on an Education Adjustment Plan (EAP) in Years 7 to 10 will not receive an A to E grade on their report unless requested by their parents/guardians. Students who are achieving at their expected level will receive a “C” grading. All written reports are posted home to parents/guardians.

Interim Reports

At the end of Term One and Term Three, students will receive a progressive report with details about students' progress, effort, submission of work and behaviour for areas of learning taught and assessed during that term.

Parent/Guardian, Teacher, Student Interviews

Three way interviews with the teacher/parent/guardian/student are an important way to communicate with the parent/guardian in regards to the progress their student is making. O'Loughlin Catholic College hold these formal interviews at the end of Term One and Three, after the Interim Reports have been released. Students are expected to accompany their parents/guardians to the interviews.

Reporting Students Achievement against National Standards

The national testing for students in Year 7 and Year 9 will be held during Term Two. The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are intended to provide information to parents/guardians about their student's literacy and numeracy achievement, and are used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

Parents/guardians receive a four-page report that shows their child's results for each test (Reading, Numeracy, Writing, Spelling and Grammar and Punctuation) using a national scale of achievement. The results of the testing are provided to the College at the end of Term Three and will be posted home to parents/guardians in a timely manner.

Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) is a certificate of completion. The NTCET is an official document, and is recognised for future career pathways. This will be posted to successful Year 12 students at the end of the year.

Edmodo – <https://occ.edmodo.com>

Edmodo is a free and secure learning network for teachers, students and schools. It provides a safe way to connect, share content, access homework, display assessment due dates, participate in discussions and receive class information. Edmodo is accessible online, though the site is not public, only those invited may join.

Parents/guardians will be able to obtain a parent account. Parent accounts are a great way to keep informed of classroom activities and assessment items.

How parents/guardians sign up for parent/guardian Accounts

Once a student has created a student account, they will automatically have a unique parent code that their parents/guardians can use to create parent accounts that are linked to the specific student account. Once parents/guardians sign up for a parent account, any group that their student joins will be added to the parent account. Parents/guardians only need one parent account, as they can add multiple students to one parent account.

Once their student has signed up, parents/guardians can sign up for Parent Accounts by following these simple steps:

1. Obtain their unique 6-digit parent code from their student's account (this is *not* the same as a Group Code).
 - The student's Edmodo homepage: the parent code is located on the bottom of the left side panel.
 - The teacher can find it in the group's 'Members' page.
2. Go to <https://occ.edmodo.com> on a web browser (*currently, you cannot create Parent Accounts on a mobile or tablet Edmodo app*).
3. Click 'I'm a Parent,' listed next to students.
4. Fill in the necessary information, their unique parent code, and check the box to agree to the terms of service and privacy policy.
5. Click 'Sign Up'.

Text Books and Stationery

Text books and stationery can be ordered online through SBA Office National at <https://booklist.officebrands.com.au/sba> and select O'Loughlin Catholic College.

Bus Routes and Timetables

Information about NT Government school bus services can be found at <https://nt.gov.au/driving/public-transport-cycling/public-school-buses/darwin-timetables-and-maps/oloughlin-catholic-college>

School Uniforms

School uniforms can be ordered from:

The Cricket and Football Shop

Unit 1/422 Stuart Highway, Winnellie, NT, 0820

Ph: (08) 8947 4454, Fax: (08) 8947 3952

Email: sales@cricketfootball.com.au

Opening Hours:

Monday to Friday: 9am - 5pm

Saturday: 9am – 1pm

Back to School Payment Scheme

The Back to School Payment Scheme forms are made available from the College Front Office early in January and are valid till the end of Term 1.

In the first instance, parents/guardians need to collect a form from the front office which will then be stamped with O'Loughlin Catholic College. This voucher can then be used at the Cricket and Football Shop to receive the entitlements.

The Cricket and Football Shop will then complete the bottom half and also stamp it so this voucher can be used again to allow for the vouchers full value to be used. If you wish to use the full/part entitlement for other essential school items, please return the form to O'Loughlin Catholic College.

Entitlements can be used for Student ID card, Yearbook, camps and retreats, excursions, elective and subject material costs and school fees.

Back to School vouchers must be received at the College prior to the end of Term One or they will become invalid for use.

Uniform Price List

School Polo	\$35
Boys Grey Shorts	\$45
Girls Maroon Shorts	\$45
Unisex Shorts	\$20
Unisex Sports Shirts	\$30
College Jackets	\$45
(all other jackets/jumpers not accepted)	

College Hat \$15
All Year 7's will be provided with a hat on their first day

Student Diary \$20 (replacement hard copy)
Students will be provided with a Student Diary at the commencement of Term 1.
***These prices are subject to change.**

Canteen

The O'Loughlin Catholic College has the option of an online ordering system which is an easy and convenient way to order school meals.

How to Get Started

1. Visit www.quickcliq.com.au
2. Sign up by completing the registration form
3. Receive a confirmation email
4. Log into the website
5. Select your school and enter your student name
6. Add credit and order you meals

How to Order

1. Select your student
2. Select your date
3. Add meal items to order
4. Confirm the order.

How to Add Credit

There are three ways to add credit to your secure account:

- Paypal, Credit Card and Direct Deposit

If you experience any issues adding credit please phone 1300 116 637 from 7:30am, alternatively email info@quickcliq.com.au.

BYOD (Bring Your Own Device) at O’Loughlin Catholic College

(Revised March 2018)

O’Loughlin Catholic College is committed to providing opportunities to prepare our students to live, work and be successful in the 21st century’s world of technology. To facilitate this, our teaching practices at O’Loughlin aim to be student-centred by providing students with the opportunity to become independent learners. At the same time we stress the importance of being able to work in a collaborative situation.

Technology provides students with unique and powerful ways to enhance their learning. Our College supports the use of technology and personal electronic devices for the purpose of enhancing and supporting learning and has introduced BYOD program for all students in 2016. It is not compulsory for students to have their own device but it is strongly recommended.

The BYOD program was trialled with Year 12 in Semester 1, 2015, and then expanded into Year 10 and 11 for Semester 2. It proved successful enough that it has now been opened up to all students.

Students who choose to bring their own device to school will have the advantage of being able to continue their learning in and outside the classroom anywhere, anytime via their personalised device.

BYOD Requirements

The device must meet all of the following requirements:

Antivirus software	Current Antivirus software must be installed. Reliable antivirus/security software can be downloaded free here (https://ninite.com/)
Battery Life	Advertised battery life at least six hours
Operating Systems	Microsoft Windows 7, 8, 8.1 or newer with current updates
Physical Systems	Minimum Size 9.7” screen
RAM (memory)	At least 4GB – this is required to be able to run Adobe software used by the school
Software Recommendations	Microsoft Office Suite
Wireless Compatibility	Students need to have wireless access to NTSchools internet to do their work

Please note: -

these specifications do not allow for SMARTPHONES, iPods or mp3 players.

Additional Considerations

- Accidental loss or damage Insurance
- Protective carry case or bag
- Should be permanently labelled with the student’s name

Security

Students will be in charge of their own devices. The College is not responsible for lost, stolen or damaged devices. All students are given a locker and a lock. It is up to each student to keep their valuable items safe. We highly recommend students use a protective case or bag. The College is also under no obligation to provide technical support for hardware or software.

Students who choose to bring their own device must:

- comply with the College Electronics Device & ICT Acceptable Use policy which is available on the O'Loughlin Catholic College website;
- read that document and have it signed by the parent/guardian. Once signed and returned, the student will be able to participate in the BYOD program.

Students will not be able to use their own device at the College until all of the above requirements have been met.

For any further information regarding systems compatibility contact our Network Manager at Kris.Lambert@nt.catholic.edu.au.

Mobile Phones

Mobile phones are an important communication medium in today's world and have replaced the wearing of a watch for many people to tell the time. Wearable and mobile technology can be a useful learning tool. However, there are restrictions on the use of mobile devices at O'Loughlin Catholic College, given classroom protocols (such as avoiding disruptions by phone calls or text messages) and the integrity of learning and assessment requirements. These devices should not interrupt proceedings in classrooms or other places of learning on the College campus. A student's phone can only be used as their BYOD device if it meets the specifications required within our BYOD policy.

Essentially, students are encouraged to leave their mobile phone at home but if it is deemed necessary that the phone be brought to school then the following rules apply:

- are not to intrude on or disrupt in any way the learning environment, especially in the classroom, and are to be used only in an emergency except in the student's own free time;
- students are only allowed to use their mobile phone in the classroom as an electronic device, such as a calculator, but only with the permission of the teacher;
- will not violate the integrity of assessments and therefore will not be allowed into tests and/or exam centres;
- students who bring mobile phones to school do so at their own risk and the College accepts no responsibility for loss, damage or theft;
- students misusing mobile phones or causing a nuisance will have the phone confiscated. The student is to turn the phone off, hand it to the teacher, who puts it into an envelope and writes the name of the student on it and the date, seals it and hands it to the office staff in Administration for safe-keeping;
- any phone found with illegal or pornographic data will be confiscated and handed to the school-based police officer who will follow due process according to the law.

The College does not accept responsibility for loss or damage of mobile phones. If there is a need for parents to contact their child, or visa-versa, during the day this must be done through the front office.

Curriculum Overview

O'Loughlin Catholic College offers a broad and engaging Catholic education that encourages students from Year 7 to 12 to realise their academic, spiritual, moral, emotional and physical development. Our students are challenged and supported to experience success in all areas of their learning. Students will master fundamental skills for lifelong learning in an environment of respect and encouragement.

To facilitate the development of skills for lifelong learning, teaching practices reflect an awareness of individual strengths and weaknesses. Teaching aims to be student centred providing the individual with the opportunity to become independent learners while stressing the importance of being able to work in a collaborative situation.

The curriculum at O'Loughlin Catholic College in the senior school is aligned with the requirements of external authorities, such as the South Australian Certificate of Education Board, Australian Curriculum, VET in Secondary Schools, and the Catholic Education Office. This allows for a rich and varied curriculum to be offered to all students with a high degree of relevance to student needs and chosen pathways.

Students in Year 10 will mainly study courses outlined within the Australian Curriculum – with the remainder of the subjects coming directly from the South Australian Certificate of Education Board Stage One courses. The Religious Education program in Year 10 is guided by the Darwin Catholic Education Office.

All courses offered in Year 11 and 12 follow the South Australian Certificate of Education Board subjects. VET in Secondary Schools are optional courses available to students in the senior school. O'Loughlin Catholic College provides an environment, which encourages students to become responsible individuals enabling them to make informed choices in a changing world.

Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area.

South Australian Certificate of Education (SACE) Board

Students who complete subjects offered through the South Australian Certificate of Education Board might be eligible for the Northern Territory Certificate of Education and Training (NTCET). The NTCET is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The NTCET is continually updated and improved to ensure it meets the needs of students, higher education providers, employers and the community. By completing the NTCET, students build essential skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or straight into the workforce.

Completion Requirements for NTCET

Every subject completed successfully will earn credits towards the NTCET. 200 credits gained in the right mix of subjects and courses will result in a NTCET. A full semester (six months) of study in one subject is worth 10 credits.

Students receive a grade for each subject (A to an E for Stage 1 subjects and A+ to E- for Stage 2 subjects). For the compulsory subjects, a C grade or better will be required to complete the NTCET.

At Stage 1 (Year 11), all work is assessed at the College. At Stage 2 (Year 12), 30 percent of work in each subject (such as exams, practical projects and presentations) is marked by external experts. The rest of the work is assessed at the College, with marks cross-checked with external experts. This ensures everyone is marked according to the same standards.

On completion of the NTCET, a certificate which records achievement is provided. Information about student achievements are available online in both Stage 1 and Stage 2.

Stage 1 (compulsory)	Stage 1 or 2 (electives)		Stage 2 (compulsory)	
Personal Learning Plan 10 credits (this subject is usually taken at Year 10)	10	10	10	10
10 Literacy from a range of English subjects 20 credits	Subjects and courses from a wide range of options 100 credits		Subjects and courses from a wide range of options 60 credits	
10 Numeracy from a range of Mathematics subjects 10 credits	10	10	10	10
			At Stage 2 for ATAR	

To gain the NTCET, students at O'Loughlin Catholic College must:

- Fulfil the subject requirements set down by the South Australian Certificate of Education Board (must achieve an A, B or C for all the compulsory subjects and courses; must achieve an A, B or C in 140 credits).
- Have studied at least three Stage 2 subjects and passed them to a C standard.
- Study units of Religion in both Year 11 and Year 12.
- To obtain an Australian Tertiary Admissions Rank (ATAR), students need to complete a minimum of 90 credits at Stage 2 level.

Australian Tertiary Admissions Rank (ATAR)

An ATAR is needed for those students wanting a pathway to university. It is a percentile rank that is derived from a student's university aggregate and is used solely for university entrance purposes. A student who completes the NTCET is eligible for university entry, providing they meet certain requirements:

- achieve 90 credits at Stage 2
- 70 credits must be from Tertiary Admission Subjects
- the final 20 credits can be gained in a variety of ways defined by the universities e.g. Certificate III qualifications. Universities also specify subjects for some of their courses (known as pre-requisites or assumed or prescribed knowledge).

Selecting a Course within the NTCET

Selecting a suitable course of study for students is an important step in the education process. Course selection should be a joint process between parents/guardian, students and the College staff.

The following steps need to be followed to ensure a smooth and informed subject selection process:

1. Listen to the Heads of Faculty information sessions run in the PLP/PD lessons.
2. Read the subject descriptions in the Senior School Handbook carefully. If you have any questions ask the Head of Faculty for that particular subject.
3. Select a course of study based on the subject pattern requirements; this is a working document which means that students have an overview of where they want to go and the goals they want to achieve. When selecting your subjects there are several things to consider:
 - a. Interest and motivation
 - b. Ability and performance in the area of study
 - c. Requirements for a particular career choice
 - d. Prerequisites for university or VET
 - e. Keeping options open as much as possible.
4. Attend an interview with a member of the College staff to discuss career goals and course of study.
5. Attend Subject Information Evening.
6. After the Subject Information Evening students will receive an instruction guide with a unique username and password allowing them to log into the course selection program. Students will select subjects from several drop down menus. On completion of the online course selection process, an authentication slip must be printed and signed by the student's parent/guardian and returned to the front office.
7. Attend a subject mentoring interview with parent/guardian to finalise subject choices (if needed).

Curriculum Content – Year 10

The experiences and opportunities provided to Year 10 students allows them to identify their academic strengths and interests and assist them in making sound decisions about what they will study to obtain their NTCET and beyond. Whilst students continue to complete the core subjects, there is the opportunity to select from a range of elective units and alternative learning pathways.

The subjects offered at the College for Year 10 are listed below:

Compulsory Subjects

- English (including Pre English Literature)
- Religious Education (including Youth Ministry)
- History (Semester 1)
- Health and Physical Education
- Personal Learning Plan (Semester 1)
- Research Practices (Semester 2)
- Mathematics (including General and Advanced)
- Science

Elective Subjects – Semester Based

- Geography
- Business and Enterprise
- Civics and Citizenship: Legal Studies
- Material Product- Woodwork
- Material Products- Cooking
- Food Technology
- Media Arts- Graphics
- Drama
- Exercise Physiology
- Music
- Outdoor Education
- Visual Art
- STEM (Science, Technology, Engineering and Mathematics)
- Extension Science
- Dance
- Digital Technologies
- Languages
- Vocational Education and Training (VET)

Elective subjects are offered on the condition of minimum numbers, teacher expertise and resources available.

Students will study four electives across the year. In Semester Two, students will need to select from Geography, Economics and Business and Citizenship: Legal Studies.

Compulsory Subjects

Year 10 Religious Education (includes Youth Ministry option)

Course Description	<p><i>Journey in Faith</i> is the Religious Education program for Transition to Year 10 in Catholic schools in the Northern Territory. Based on the South Australian Religious Education Framework, <i>Journey in Faith</i> develops 12 Key Ideas, each one focusing on an aspect of Church teachings. In their learning through this program students will come into contact with a Church that believes, celebrates and lives.</p> <p><i>Journey in Faith</i> has been written to speak to the young people of our Diocese. It presents the teachings of the Church in a clear, systematic way, using the methodologies and principles of education available to us now. Drawing on the sources of our faith; creation, scripture, tradition and human experience, <i>Journey in Faith</i> provides a way of seeing the world, of acting in it and of responding to it, all drawn from the simple reality of our faith: God loves us and calls us to life in full abundance.</p> <p><i>Youth Ministry</i> is an alternative religious education course offered to Year 10 students. It is based on CSYMA (Catholic Schools Youth Ministry Australia) curriculum and resources. The focus of our Year 10 course is 'Youth Ministry and Leadership'. Students may have already under taken the 'Introduction to Youth Ministry' course offered in Year 9, but this is not a prerequisite for enrolling in Year 10. However, given limited places, a written application based on aptitude, experience and enthusiasm may be required to enable selection.</p> <p><i>Youth Ministry</i> in Year 10 will be offered as a Stage 1 Integrated Learning course. This means that students in this class will have the option of completing all assessment work within the framework of this SACE subject. It will provide students with 10 Stage 1 credits towards their NTCET.</p>
Assessment Overview	<ul style="list-style-type: none"> • Written responses and investigations • Multi-modal presentations • Creative reflections • Practical ministry activities (Youth Ministry)
Future Pathways	Stage 1 Religion Studies or Stage 1 Religion Studies (Youth Ministry).

Year 10 English

Course Description	Students gain knowledge of the English language and develop their literacy skills by completing in-depth analysis of set class texts. Students develop their speaking, listening, reading, viewing and writing skills by creating their own texts and by critically evaluating and comparing and contrasting literary techniques used to make meaning.
Assessment Overview	<ul style="list-style-type: none"> • Text Analysis • Text Production: Oral Presentations • Connected/Intertextual Study • Text Production
Future Pathways	Leads onto English and Essential English in Stage One.

Year 10 History

Course Description	<p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p>
Assessment Overview	<ul style="list-style-type: none"> • Argumentative Essay • Historical Investigation • Source Analysis Test
Future Pathways	Stage 1 and Stage 2 History.

Year 10 Health and Physical Education

Course Description	<p>The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle. They also experience different roles that contribute to successful participation in physical activity by all.</p> <p>Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures.</p>
Assessment Overview	<ul style="list-style-type: none"> • Individual Sports • Fitness Testing and Personal Health/Fitness Assignment • Invasion Sports • Coaching Principles/styles • Striking Sports • Nutrition • Racquet/Modified Sports • Sexuality
Future Pathways	Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher.

Year 10 Mathematics (ADVANCED)

<p>Course Description</p>	<p><i>This course is recommended for students who intend to study Stage 1 Mathematical Methods with or without Specialist Mathematics.</i></p> <p>Year 10 Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently</p> <p>The Year 10A course provides extension opportunities for students intending further study in Stage 1 Mathematical Methods and Specialist Mathematics</p> <p>Students will develop understanding, fluency, problem-solving and reasoning skills across the three content strands: number and algebra, measurement and geometry, and statistics and probability.</p> <p>Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments.</p> <p>Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.</p> <p>Problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events.</p> <p>Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.</p>
<p>Assessment Overview</p>	<p>Combination of Skills and Applications Tasks and Mathematical Investigations</p>
<p>Prerequisites</p>	<p>An “A” grade in Year 9 Mathematics or a “B” grade in Year 9 Mathematics with a teacher recommendation</p>
<p>Future Pathways</p>	<p>Stage 1 Mathematics with or without Specialists Mathematical, or General Mathematics.</p>

Year 10 General Mathematics

<p>Course Description</p>	<p><i>This course is recommended for students who intend to study Stage 1 General Mathematics.</i></p> <p>Year 10 Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p>Students will develop understanding, fluency, problem-solving and reasoning skills across the three content strands: number and algebra, measurement and geometry, and statistics and probability.</p> <p>Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments.</p> <p>Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.</p> <p>Problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events.</p> <p>Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.</p>
<p>Assessment Overview</p>	<p>Combination of Skills and Applications Tasks and Mathematical Investigations</p>
<p>Future Pathways</p>	<p>Stage 1 General Mathematics or Essentials Mathematics.</p>

Year 10 Essentials Mathematics

Course Description	<p><i>This course is recommended for students who intend to study Stage 1 Essentials Mathematics.</i></p> <p><i>Not recommended for students intending on using Mathematics towards their ATAR.</i></p> <p>Year 10 Essential Mathematics aims to allow students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. This course places a strong emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p> <p>Students will develop understanding, fluency, problem-solving and reasoning skills across the three content strands: number and algebra, measurement and geometry, and statistics and probability.</p> <p>Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments.</p> <p>Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.</p> <p>Problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events.</p> <p>Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.</p>
Assessment Overview	Combination of Skills and Applications Tasks and Mathematical Investigations
Future Pathways	Stage 1 Essentials Mathematics Meets the NTCET Numeracy requirement only.

Year 10 Science

Course Description	<p>Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</p>
Assessment Overview	<p>Students provide evidence of their learning through four assessments across three streams:</p> <ul style="list-style-type: none"> • Practical investigation • Science as a human endeavour investigation • Skills and applications tasks
Future Pathways	Stage One Biology, Physics, Chemistry, Scientific Studies, Earth and Environmental Science, Psychology and Nutrition.

Year 10 Personal Learning Plan (Stage One)

Course Description	<p>The Personal Learning Plan (PLP) is a compulsory 10-credit subject Stage One subject completed in Year 10.</p> <p>Students must achieve a C grade or better to complete the subject successfully and gain their NTCET.</p> <p>The PLP helps students to:</p> <ul style="list-style-type: none"> • plan their personal and learning goals for the future • make informed decisions about their personal development, education, and training. <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. identify, explore, and develop personal and learning goals, and strategies to achieve them 2. select, understand, and explain one or more capabilities relevant to achieving their goals 3. develop the selected capability or capabilities 4. review their learning.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Review.
Future Pathways	<ul style="list-style-type: none"> • selecting subjects, courses, and other learning relevant to pathways through and beyond school • investigating possible career choices • exploring personal and learning goals • complete work experience

Year 10 Research Practices (Stage One)

Course Description	<p>This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.</p>
Assessment Overview	<ul style="list-style-type: none"> • Investigation • Performance • Product • Inquiry • Research project. • The study of a topic may be linked to a theme, context, or area of interest.
Future Pathways	<p>Historians, Scientists, Anthropologists, Archaeologists, Social scientists, Mathematicians, Linguists, Government researchers, Individual researchers, Market researchers, Medical researchers, Researchers in business, Social media researchers, Thinkers in residence, University researchers.</p> <p>The subject assist students for Investigations in Stage One and Two subjects.</p>

Elective Subjects

YEAR 10 EXTENSION SCIENCE

Course Description	The Year 10 Extension Science elective extends students wishing to pursue senior science. The course follows the Year 10 science national curriculum and disciplines, and extends students to prepare them for the academic rigour of Stage 1 sciences.
Assessment Overview	Students provide evidence of their learning across three streams: <ul style="list-style-type: none"> • Practical investigation • Science as a human endeavour investigation • Skills and applications tasks
Future Pathways	Stage One Biology, Physics and Chemistry.

Year 10 STEM (Science, Technology, Engineering, and Mathematics)

Course Description	The STEM elective aims to address content standards in science, technology, engineering and math in an incorporated, practical, real world context. The curriculum will include creative problem-solving that teaches theoretical and technical skills, independence, leadership, communication cooperation/teamwork, organisation, time management, and how to “sell” their solutions.
Assessment Overview	The assessment items for this course will be an end ‘product’ that will be selected, planned, produced and developed by the students in groups or individually, based on their interests. The final products will be displayed at the end of the term in a public forum.
Future Pathways	Science Technology Engineering Maths

Year 10 Geography

Course Description	<p>There are two units of study in the Year 10 Curriculum for Geography: 'Environmental change and management' and Geographies of human wellbeing'. 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.</p> <p>'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.</p>
Assessment Overview	<ul style="list-style-type: none"> • Field Work • Research Task • Comparative Essay • Semester Examination
Future Pathways	Stage 1 and Stage 2 Geography.

Year 10 Business and Enterprise

Course Description	<p>The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p>
Assessment Overview	<ul style="list-style-type: none"> • Oral Presentation • Newspaper Article/Report • Major Project
Future Pathways	<p>Stage 1 and Stage 2 Business and Enterprise</p> <p>Stage 1 and Stage 2 Economics</p> <p>Stage 1 and Stage 2 Accounting</p> <p>Small Business Owner.</p>

Year 10 Civics and Citizenship: Legal Studies

Course Description	<p>This is an evidence-based, practical, case-studies based subject to learn about the Australian legal system, with specific focus on the Northern Territory judicial system. This includes a Mock Trial to immerse students in courtroom procedures.</p> <p>Students study the purpose of the High Court; they investigate the values and practices that enable a democratic society to be sustained.</p> <p>Key Inquiry Questions</p> <p>How is Australia's democracy defined and shaped by the global context?</p> <p>How are government policies shaped by Australia's international legal obligations?</p> <p>What are the features of a resilient democracy?</p>
Assessment Overview	<ul style="list-style-type: none"> • Folio – Case Studies • Presentation – Mock Trial • Issues Study • Semester Examination
Future Pathways	Stage 1 and Stage 2 Legal Studies.

Year 10 Visual Art

Course Description	<p>Students are provided with a foundation of technical and practical skills to support future Stage 1 and 2 studies in the Visual Arts. The key focus in project-work this semester is the development of practical and design skills for the creation of artworks within the chosen discipline. Contextual research examines the work of artists that inspire the students' own response to a theme. The students' practical for the semester is individual with students following the established process of research, development and experimentation to inform the creation of an original final piece or body of work.</p>
Assessment Overview	<ul style="list-style-type: none"> • Folio (Visual Diary or Visual Study) • Practical (artwork)
Prerequisites	Recommended to have completed Visual Art in 7-9
Future Pathways	Stage 1 and 2 Visual Art, Educator, curator, digital artist, digital designer, artist, gallery director, graphic designer, multi-media designer, illustrator, painter, photographer, potter, sculptor, visual arts and craft professional, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, animation and interactive design, 3D animator, writer, blogger, papermaker.

Year 10 Material Products: Woodwork

Course Description	In the semester length course, students generate original wooden designs through the synthesis of information gleaned from artist research and subject matter research. Maintaining an understanding of the design process and the importance of visual diary documentation is vital. Key learning focuses on the identification of safe work practices, skills and craftsmanship, and evidence of finish in the final product and evaluation.
Assessment Overview	<ul style="list-style-type: none"> • Folio • Product (practical)
Prerequisites	Recommended to have completed courses in year 9.
Future Pathways	Education, carpenter, cabinet maker, architectural drafter, builder, building designer, joiner, construction assistant, construction manager, antique restorations.

Year 10 Material Products: Cooking

Course Description	Students refine food application techniques intended to support the development of life skills for today's world. Focus is on food production and the design process. Students follow the design process by documenting their research, investigation, experimentation and development of their ideas from the initial starting point through to the final product. Throughout the semester emphasis is placed on the importance of Work Health and Safety in the preparation of preparing raw ingredients and working in a busy kitchen.
Assessment Overview	<ul style="list-style-type: none"> • Final Product[s] • Design and Evaluation • Folio
Prerequisites	Recommended to have completed courses in 7-9.
Future Pathways	Stage 1 and 2 Material Products: Food, Education, bar attendant/supervisor, barista, cafe/coffee shop operator, caterer, chef or cook, food and beverage manager, Hotel/Motel/Restaurant/Club Manager, housekeeping attendant, kitchen hand, restaurateur, and waiter.

Year 10 Drama

Course Description	Students will start with a brief overview of the history of the theatre then learn about Australian drama and how to stage drama to create an atmosphere for the audience. They will also be aware of how a theatre runs and be able to apply theatre vocabulary when creating and analysing their work and work of others. Students will also be able to competently stage a script, as they perform scenes/extracts which appeal to their interests. Students will focus on elements of off-stage and on-stage roles choosing, rehearsing and performing to a live audience a published play. They will construct a piece of theatre following guidelines but will need to add their own interpretations and ideas to create the piece. Consolidation of these skills will be emphasised through 'page to stage' and rehearsal practice. Students will be given the foundation skills needed for Stage 1 Drama.
Assessment Overview	<ul style="list-style-type: none"> • Performance • Theatre review
Prerequisites	Recommended to have completed Drama in the 7-9
Future Pathways	Stage 1 and 2 Drama, Educator, actor, performer, digital video editing, games development, digital special effects, animation and interactive design, 3D animator/3D videographer, audio-visual operator, camera/lighting operator, data wrangler, director, film/television producer, interactive media author, lighting or stage management, live sound operator/engineer, multimedia specialist, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, script development (writer, editor), sound mixer/technician/engineer, sound recordist, studio assistant, technical director, visual effects designer.

Year 10 Music

Course Description	Students endeavour to further their knowledge in the categories of musicology, theory, aural perception, performance and musicianship. They continue to develop and extend their practical instrument skills of different music styles in their ensemble group. The students complete an in-depth study on an aspect of the music industry and produced a multimodal presentation. In addition, students endeavour to further their knowledge in the musicology, theory, composition, ensemble performance, and musicianship. Please note: At a senior level, separate instrumental lessons are required.
Assessment Overview	<ul style="list-style-type: none"> • Music Industry Multimodal • Music Listening Skills • Practical Part A • Practical Part B
Prerequisites	Recommended to have completed Music in 7-9
Future Pathways	Stage 1 and 2 Music, Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

Year 10 Digital Technologies

Course Description	Students expand on their existing knowledge of Game Maker Language and explore the platforms of Digital Technology using 3D printers and other Game Simulation Software including Unity and Blender. The students work through the established design process of: researching and analysing existing solutions, brainstorming and experimenting with their own design ideas, developing a final project through a process of evaluation and modification.
Assessment Overview	<ul style="list-style-type: none"> • Task 1: Tutorial (Skills Task) • Task 2: Group Product Task • Task 3: Product (Scripting)
Prerequisites	Recommended to have completed courses in year 9.
Future Pathways	Stage 1 Digital Technology, Education, 2D/3D artist, animator, audio-visual editor, business systems analyst, creative media consultant/developer, database administrator/designer/developer, e-business or e-learning developer, games designer/developer/programmer, help desk officer, interactive digital media developer, IT manager, IT technical/user support, network administrator/analyst/technician, programmer, systems administrator/analyst, visual effects designer, web administrator/ designer/developer.

Year 10 Media Arts - Graphics

Course Description	<p>The key focus is the development of visual communication skills for graphic outcomes and media communication skills for audio and visual outcomes. Student views the established design research, analysis, planning and evaluation to create either a 2D or 3D product / design using the industry standard Adobe Software.</p> <p>Project work encourages the exploration of design elements, principles and technical skills to communicate effectively to specific target audiences.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Task 1: Subject Matter Research • Assessment Task 2: Designer/Artist Research • Assessment Task 3: Practical Assignment and Evaluation
Prerequisites	Recommended to have completed Media Studies in Year 9
Future Pathways	Educator, curator, digital artist, digital designer, artist, graphic designer, web and app design and construction, video and film production, multi-media designer, illustrator, photographer, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, animation and interactive design, 3D animator, writer, blogger, offset printer.

Year 10 Dance

Course Description	Students will start with an overview of the history of dance and how it has influenced contemporary dance styles today. They will also apply dance vocabulary when creating and analysing their work and work of others, and learn to create atmosphere for the audience. Students will also look at a variety of traditional and contemporary dance techniques and methods, and this with influence the creation of their own work. They will choreograph a performance following set guidelines, and perform for a live audience.
Assessment Overview	<ul style="list-style-type: none"> • Subject Matter Research • Performance Review • Performance • Performance Evaluation
Prerequisites	Recommended to have completed Drama in the 7-9
Future Pathways	Educator, performer, Choreograph, Director, Lighting Designer/Set Designer, Stage Management/Production Crew, arts administration, dance photographer or videographer, Costume or clothing designer, Dance Writer, Physical Therapist, massage therapist, Yoga/Pilates/Somatic Teacher.

Year 10 Outdoor Education

Course Description	Students are introduced to a variety of outdoor and recreational activities. These activities are geared towards students gaining experience in the wilderness and developing practical skills that are essential for existence in natural surrounds. Specifically, students participate in Archery, Orienteering, Rock Climbing, Abseiling and Kayaking in a number of locations around Darwin and the Northern Territory. After each activity student will evaluate their progress and complete a workbook. Students will also participate in an overnight hike where they will practice hiking, camp cooking, navigation and team work.
Assessment Overview	<ul style="list-style-type: none"> • First Aid practical and Written • Archery Workbook • Orienteering practical • Orienteering Workbook • Camp and Journal • Knots Test • Pre-expedition plan • Sea Kayaking expedition • Kayaking Journal Task • Claymation & Sustainability
Future Pathways	Stage 1 and 2 Outdoor Education, Outdoor Education Instructor/ Guide, Tourism Industry, Outdoor Education Teacher.

Year 10 Exercise Physiology

Course Description	In Exercise Physiology there is a focus upon dimensions of physical activity and performance associated with Exercise Physiology. This is an integrated subject and there are both theoretical and practical areas of studies embedded in the course. Students are introduced to strength and conditioning training and undertake practical learning in the areas of weight lifting and fitness development. Theoretical topics covered include Training Program Design, Training Principles, Training Types and Human Anatomy. The learning areas covered provide students with an opportunity to develop life-long skills and knowledge in the areas of sport, fitness and training.
Assessment Overview	<ul style="list-style-type: none"> • Circuit Training - Performance • Elite Athlete Training Program -Written/Performance • Strength and Conditioning Training -Written/performance • Cardiac System Lab Report- Written
Future Pathways	Stage 1 and 2 Physical Education, Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher.

Year 10 VET (Vocational Education and Training)

The following courses are available from various external Registered Training Organisations. **Some courses are subject to additional course fees (in addition to equipment fees).** These courses are offered dependent on availability by the course providers. An **Expression of Interest Form** needs to be completed (and interview conducted) before application to these courses will be processed.

Certificate I Agrifoods (Horticulture)	Small Motors Skill Set
Certificate II in Construction (Pathways)	Certificate II in Engineering
Certificate I in Hospitality (Cooking)	Certificate I in Construction
Certificate II in Hospitality	Certificate 1 Marine (Coxswain Grade 2)
Certificate I in Retail Operations	Certificate I in Engineering
Certificate II in Salon Assistant	Certificate II in Community Services (Health electives)
Certificate II in Retail Cosmetics	Certificate II in Community Services (Education Electives)
Certificate II in Business	Certificate 11 in Health Support Services
Certificate II in Kitchen Operations	Certificate II in Rural Operations
Certificate II in Hospitality and Food	Certificate I in Racing Stables
Certificate I in Automotive Vocational Preparation	Certificate II in Racing Stables
Certificate II in Automotive Vocational Preparation	Girls in Construction - Cert I and II in Construction
Certificate II in Information, Digital Media & Technology	Certificate 1 in Avionics
Certificate II in Aquaculture	Meat Retail Assistant Skill Set
Certificate I in Conservation & Land Management	Certificate II in Electro-technology (Career Start)
Certificate I in Retail Baking	
Certificate II in Engineering (Pathways) [Part 1]	

There are many more VET courses available, please see Mrs Janice Lee for additional courses, course information and the Expression of Interest.

Students will need to obtain a **Unique Student Identifier (USI)** before starting the course which can be obtained from <https://www.usi.gov.au/>

Curriculum Content – Years 11 and 12

In order to accommodate a wide range of academic interests and strengths O’Loughlin Catholic College offers a broad selection of courses which allows each student to challenge themselves, develop and pursue existing passions, and set up pathways that lead to numerous university and career opportunities. In order to satisfy the requirements of the NTCET, students are able to select subjects from the disciplines of Visual Arts; Business Enterprise and Technology; Cross Disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics and Sciences.

The subjects offered at the College for Year 11 are listed below:

Compulsory Subjects

- Religion Studies (including Youth Ministry)
- English (including Essentials)
- Mathematics (including General and Essentials)

Elective Subjects

- | | |
|---|--|
| ○ Accounting | ○ Earth and Environmental Science |
| ○ Business and Enterprise | ○ Nutrition |
| ○ Australian and International Politics | ○ Philosophy |
| ○ Geography | ○ VET |
| ○ Modern History | ○ Workplace Practices |
| ○ Philosophy | ○ Mathematics (Pre-Specialist) |
| ○ Legal Studies | ○ Outdoor Education |
| ○ Media Studies | ○ Health |
| ○ Women Studies | ○ Physical Education |
| ○ Society and Culture | ○ Child Studies |
| ○ Tourism | ○ Visual Art- Art |
| ○ Women’s Studies | ○ Creative Arts: Digital Media (Graphics) |
| ○ Languages (Background speaker) | ○ Music (Solo, Ensemble Performance, Advanced) |
| ○ Languages (Beginner) | ○ Drama |
| ○ Language (Continuers) | ○ Material Products- Cooking |
| ○ Psychology | ○ Material Products- Wood |
| ○ Scientific Studies | ○ Digital Technologies |
| ○ Biology | |
| ○ Chemistry | |
| ○ Physic | |

Elective subjects are offered on the condition of minimum numbers, teacher expertise and resources available. Some subjects may be offered through an external provider via negotiation. Students will study three electives over the year in addition to the compulsory subjects. Most electives are run as a yearlong course, with the others being offered as semester long that can be studied twice in the year.

The subjects offered at the College for Year 12 are listed below:

Compulsory subjects:

- Religious Education (including Youth Ministry)

Elective subjects:

- Business and Enterprise
- English Literature Studies
- English
- Essential English
- Modern History
- Legal Studies
- Biology
- Chemistry
- Physics
- Psychology
- VET
- Workplace Practices
- Specialist Mathematics
- Mathematics Methods
- General Mathematics
- Essential Mathematics
- Outdoor Education
- Health
- Physical Education
- Visual Art: Art
- Creative Arts: Digital Media (Graphics)
- Music (Solo, Ensemble Performance, Advanced)
- Drama
- Digital Technologies

Elective subjects are offered on the condition of minimum numbers, teacher expertise and resources available. Some subjects may be offered through an external provider via negotiation.

Students will study four electives during the year.

Compulsory Subjects

at Stage 1 Religion English Mathematics

Religious Education Options

Course Descriptions	<p>Religion Studies is offered at Stage 1 for Year 11 (2x 10 credits) and Stage 2 for Year 12 students (20 credits). Students will be engaged through the study of religious viewpoints on a range of contemporary ethical topics and issues. A variety of religious traditions will also be explored. In Stage 2 this course can contribute to a student's ATAR.</p> <p><i>Youth Ministry</i> is offered as a Stage 1 <i>Religion Studies</i> option in Year 11 (2x 10 credits) and a Stage 2 <i>Integrated Learning</i> option in Year 12 (20 credits). It builds on CSYMA (Catholic Schools Youth Ministry Australia) curriculum and resources. Students may have already undertaken the 'Introduction to Youth Ministry' course offered in Year 9 and/or the 'Youth Ministry and Leadership' course in Year 10, but this is not a prerequisite for enrolling in Year 11 or Year 12. However, given the possibility of limited places, a written application based on aptitude, experience and enthusiasm may be required to enable selection. In Stage 2 this course can contribute to a student's ATAR.</p> <p><i>Integrated Learning (Catholic Social Teaching)</i> is offered as a Stage 2 <i>Integrated Learning</i> option in Year 12 (20 credits). It builds on much of the content explored in Year 11 with an emphasis on the Catholic Church's teachings around social justice. In Stage 2 this course can contribute to a student's ATAR.</p> <p><i>Community Studies</i> is available at Stage 1 for Year 11 (10 credits) and Stage 2 for Year 12 students (10 credits) who are unable to undertake any of the above options due to timetabling restrictions. Eligibility to enroll in <i>Community Studies</i> will be determined on an individual basis. It builds on much of the content explored in religious education with an emphasis on the Catholic Church's teachings around social justice and individual practical work. This course will not contribute to a student's ATAR.</p> <p><i>Research Project</i> is available at Stage 2 for Year 12 students (10 credits) who are unable to undertake any of the above options due to timetabling restrictions. Eligibility to enrol in <i>Research Project</i> will be determined on an individual basis. It builds on much of the content explored in religious education with an emphasis on individual research work in an area of personal interest. This course can contribute to a student's ATAR.</p>
Assessment Overview	<ul style="list-style-type: none"> • Stage 1: Practical Activities (RS); Issues Investigations (RS); Reflections (RS) Contract of Work (CS); Reflection (CS) • Stage 2: Sources Analysis (RS); Folio Tasks (RS) • Practical Inquiries (IL); Connections Tasks (IL) • Contract of Work (CS); Folio of Work (CS); Presentation (CS) • Folio (RP); Research Outcome (RP)
Prerequisites	None
Stage 2 External Assessment Component	Investigation (RS); Personal Endeavour (IL); Reflection (CS); Evaluation (RP)
Future Pathways	Any vocation.

*** All students must undertake a Religious Education subject in Year 11 and in Year 12.**

ENGLISH

Course Description	<p>In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.</p> <p>Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Responding to Texts • Assessment Type 2: Creating Texts • Assessment Type 3: Intertextual Study (Stage one only)
Prerequisites	A pass in Year 10 English is recommended
Stage 2 External Assessment Component	<ul style="list-style-type: none"> • Comparative Analysis
Future Pathways	Writer, Journalist, Content Provider.

Essential English

Course Description	<p>Students study a range of written and multimodal texts. Students think critically and communicate to suit particular audiences, context and purposes. Students investigate a community issue and display their findings to the class. The course enables students to use various styles of creative writing including the production of an opinion column and a narrative for children.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Responding to Texts • Assessment Type 2: Creating Texts
Prerequisites	A pass in Year 10 English is recommended
Stage 2 External Assessment Component	<ul style="list-style-type: none"> • Language Study
Future Pathways	Vocational and trades.

Stage 2 English Literary Studies

Course Description	This course focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Responding to Texts • Assessment Type 2: Creating Texts
Prerequisites	A pass in Year 11 English is recommended
Stage 2 External Assessment Component	<ul style="list-style-type: none"> • Text Study
Future Pathways	English Teacher, English Academic, Writer, Novelist, Author.

Stage 1 Mathematics (Advanced)

Course Description	<p><i>This course is recommended for students who intend to study Stage 2 Mathematical Methods with or without Specialist Mathematics.</i></p> <p>Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p>
Assessment Overview	Combination of Skills and Applications Tasks and Mathematical Investigations
Prerequisites	An “A or B” grade in Year 10 Advanced Mathematics and/or a teacher recommendation.
Future Pathways	Stage 2 Mathematical Methods with or without Specialist Mathematics, or General Mathematics.

Stage 1 General Mathematics

Course Description	<p><i>This course is recommended for students who intend to study Stage 2 General Mathematics or Essential Mathematics.</i></p> <p>General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.</p>
Assessment Overview	Combination of Skills and Applications Tasks and Mathematical Investigations
Prerequisites	A minimum of a "C" grade in Year 10 General Mathematics
Future Pathways	Stage 2 General Mathematics or Essential Mathematics.

Stage 1 Essentials Mathematics

Course Description	<p><i>Recommended for students who wish to meet the NTCET requirement for Numeracy but <u>do not</u> intend to study Mathematics in Stage 2.</i></p> <p>Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.</p>
Assessment Overview	Combination of Skills and Applications Tasks and Mathematical Investigations
Prerequisites	Year 10 Essential Mathematics
Future Pathways	No future Stage 2 Mathematical Pathway for this course.

Stage 2 Specialist Mathematics

Course Description	<p><i>Recommended for students who completed Stage 1 Specialists Mathematics and intend to follow a pathway to mathematical sciences, engineering, physical sciences, computer science, or surveying at tertiary level.</i></p> <p><i>Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.</i></p> <p>ATAR eligible.</p> <p>Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus.</p>
Assessment Overview	Combination of school based Skills and Applications Tasks and Folios
Prerequisites	An "A or B" grade in Stage 1 Specialists Mathematics and/or a teacher recommendation
Stage 2 External Assessment Component	Examination

Stage 2 Mathematical Methods

Course Description	<p><i>Recommended for students who completed Stage 1 Mathematics and plan to study non-Mathematics and Scientific tertiary courses.</i></p> <p><i>This course is also suitable for students who plan to pursue careers that require the application of Mathematics. Examples include: social sciences, architecture, engineering, economics and finance, as well as, biological, environmental, geological or agricultural science.</i></p> <p>ATAR eligible.</p> <p>Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences.</p>
Assessment Overview	Combination of school based Skills and Applications Tasks and Folios
Prerequisites	An "A or B" grade in Stage 1 Mathematics or with teacher recommendation
Stage 2 External Assessment Component	Examination

Stage 2 General Mathematics

Course Description	<p><i>Recommended for students who intend to enter into tertiary courses requiring a non-specialised background in mathematics.</i> ATAR eligible.</p> <p>General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.</p>
Assessment Overview	Combination of school based Skills and Applications Tasks and Folios
Prerequisites	Stage 1 General Mathematics or Mathematics
Stage 2 External Assessment Component	Examination.

Stage 2 Essentials Mathematics

Course Description	<p><i>Recommended for a range of students who studied Stage 1 General Mathematics and are planning to pursue a career in a range of trades or vocational pathways, or enter tertiary courses requiring no mathematical background.</i> ATAR eligible.</p> <p>Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.</p> <p>In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p> <p>This subject is intended for students planning to pursue a career in a range of trades or vocations.</p>
Assessment Overview	Combination of school based Skills and Applications Tasks and Folios
Prerequisites	Stage 1 General Mathematics
Stage 2 External Assessment Component	Examination

Elective Subjects

Stage 1 Mathematics (Pre-Specialist)

Course Description	<p><i>Recommended for students intending to study Stage 2 Specialist Mathematics or gain a greater Mathematical understanding to use in Stage 2 Mathematical Methods.</i></p> <p>Pre-Specialist Mathematics extends on the increasingly complex and sophisticated understanding of mathematical arguments, and proofs, and using mathematical models studied in Stage 1 Mathematics. By mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of concepts such as Vectors, Complex Numbers, Matrices and Construction of proofs.</p>
Assessment Overview	Combination of school based Skills and Applications Tasks and Folios
Prerequisites	An "A or B" grade in Year 10 Advanced Mathematics and/or a teacher recommendation.
Future Pathways	Stage 2 Mathematical Methods with or without Specialist Mathematics.

Accounting

Course Description	<p>Students learn the practical skills needed to manage their own financial affairs and develop an understanding of the ethical considerations that affect financial decision-making.</p> <p>They learn about the successful management of financial affairs in business, gain knowledge and skills related to accounting processes for organisational and business applications, and develop greater understanding of accounting concepts and standards and their use to generate financial reports.</p> <p>Students learn how to interpret financial information and convey this information to interested users.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Investigation (Report – Stage 2)
Prerequisites	NIL
Stage 2 External Assessment Component	Examination
Future Pathways	Accountant Business Management Commerce

Business and Enterprise

Course Description	Students learn about the successful management of business and enterprise issues in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Practical • Assessment Type 3: Issues Study
Prerequisites	Year 10 Business and Enterprise recommended.
Stage 2 External Assessment Component	Situation Analysis
Future Pathways	Business Management Commerce Business Owner

Economics

Course Description	Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students' research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Folio • Assessment Type 3: Issues Study (only Stage 1)
Prerequisites	Year 10 Business and Enterprise recommended.
Stage 2 External Assessment Component	Examination
Future Pathways	Economist Business Management Commerce

Australian and International Politics

Course Description	<p>Students examine the Australian system of government through topics that cover the constitution and federalism, political representation, the executive and parliament, voting and elections, and political parties.</p> <p>They study a selected topic related to international politics, and explore both conventional and unconventional forms of participation. Students consider and evaluate political systems, institutions and principles, and the ways in which these are justified in the face of competing ideologies and philosophies.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Sources Analysis • Assessment Type 3: Investigation
Prerequisites	NIL
Stage 2 External Assessment Component	Examination
Future Pathways	<p>Politician</p> <p>Diplomacy</p> <p>Business Management</p>

Geography

Course Description	<p>Students learn about environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.</p> <p>They develop an understanding of the spatial interrelationships of people, places, and environments, and of the opportunities and challenges for, and constraints on, such interactions.</p> <p>Students identify patterns and trends, acquiring and critically analysing field and other data using a range of field and spatial technology skills.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks (Folio for Stage 2) • Assessment Type 2: Inquiry • Assessment Type 3: Fieldwork • Assessment Type 4: Investigation (Stage 1 only)
Prerequisites	Year 10 Geography recommended.
Stage 2 External Assessment Component	Examination
Future Pathways	Geographer, Natural Resource Management, Parks Ranger, Urban Planner, Conservation/Heritage, Land Management.

Modern History

Course Description	<p>Stage 1 Modern History may be undertaken as a 10-credit or a 20-credit subject. In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.</p> <p>Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Historical Skills • Assessment Type 2: Historical Study
Prerequisites	Year 10 History
Stage 2 External Assessment Component	Examination
Future Pathways	Teaching, Researching, Archiving, Heritage Conservation.

Legal Studies

Course Description	<p>Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition.</p> <p>Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They investigate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Issues Study (Inquiry in Stage 2) • Assessment Type 3: Presentation (only in Stage 1)
Prerequisites	Year 10 Legal Studies
Stage 2 External Assessment Component	Examination
Future Pathways	Lawyer, Para Legal, Police Officer.

Media Studies

Course Description	Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Interaction Study (Stage 1 only) • Assessment Type 3: Product
Prerequisites	NIL
Stage 2 External Assessment Component	Investigation
Future Pathways	Journalism, Professional Writing, Film Maker, Advertising Creative, Web Designer.

Society and Culture

Course Description	Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Sources Analysis (Folio for Stage 2) • Assessment Type 2: Group Activity (Interaction for Stage 2) • Assessment Type 3: Investigation
Prerequisites	NIL
Stage 2 External Assessment Component	Investigation
Future Pathways	Sociologist, Social Worker, Youth Worker.

Tourism

Course Description	Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Case Study (Folio for Stage 2) • Assessment Type 2: Sources Analysis (Stage 1 only) • Assessment Type 3: Practical Activity • Assessment Type 4: Investigation
Prerequisites	NIL
Stage 2 External Assessment Component	Examination
Future Pathways	Travel agent, Tour guide, Tour operator.

Women's Studies

Course Description	Students look at the world from the perspectives of women. They examine the diversity of women's experiences and their relationships to others while promoting an inclusive and just society. Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Text Analysis • Assessment Type 2: Group Presentation (Essay in Stage 2) • Assessment Type 3: Issues Analysis (Folio in Stage 2)
Prerequisites	NIL
Stage 2 External Assessment Component	Issues Analysis
Future Pathways	Sociologist, Social Worker, Youth Worker, Counsellor / Psychologist.

Languages (Background Speaker)

Course Description	<p>The background speaker's level languages are designed for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken.</p> <p>Students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed, and communicated through language.</p> <p>Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Interaction (Folio at Stage 2) • Assessment Type 2: Text Production (I-depth Study in Stage 2) • Assessment Type 3: Text Analysis (Stage 1 only) • Assessment Type 4: Investigation (Stage 1 only)
Prerequisites	1 year's education in a country where the language is spoken
Stage 2 External Component	Examination
Future Pathways	Translator

Languages (Beginners)

Course Description	<p>The beginner's level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.</p> <p>Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language.</p> <p>They develop and apply linguistic and intercultural knowledge, understanding, and skills.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Interaction • Assessment Type 2: Text Production • Assessment Type 3: Text Analysis
Prerequisites	no prior knowledge or experience of the language (whether spoken or written)
Stage 2 External Component	Examination
Future Pathways	Travel, Interpreter, Diplomacy.

Languages (Continuers)

Course Description	<p>Continuer's level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.</p> <p>In studying these languages, students interact with others to share information, ideas, opinions and experiences.</p> <p>Students create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Interaction (Folio in Stage 2) • Assessment Type 2: Text Production (In-depth Study in Stage 2) • Assessment Type 3: Text Analysis (Stage 1 only) • Assessment Type 4: Investigation (Stage 1 only)
Prerequisites	Previous language studies
Stage 2 External Assessment Component	Examination
Future Pathways	Foreign Correspondent, Journalist, Interpreter, Tour Guide, Diplomacy.

Biology

Course Description	<p>Learning and working in Biology enable us to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology, students learn about the cellular and overall structures and functions of a range of organisms, such as how those organisms gain nutrition and reproduce and how they live in a variety of ecological habitats. In Biology, students have the opportunity to engage with the work of classical and modern biologists and to join in and initiate debates about how biology impacts on our lives, society, and the environment.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio • Assessment Type 2: Skills and Applications Tasks
Prerequisites	C grade or higher in year 10 Science
Stage 2 External Assessment Component	Examination
Future Pathways	Higher education lecturer, Microbiologist, Nature conservation officer, Pharmacologist, Research scientist (life sciences), Research scientist (medical), Secondary school teacher, Soil scientist.

Chemistry

Course Description	<p>Students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes.</p> <p>Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio • Assessment Type 2: Skills and Applications Tasks
Prerequisites	B grade or higher in Year 10 Science (C grade requires interview)
Stage 2 External Assessment Component	Examination
Future Pathways	Analytical chemist, Clinical biochemist, Forensic scientist, Research scientist, (physical sciences), Chemical development engineer, Science writer, Toxicologist, Process engineer.

Physics

Course Description	<p>The study of physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.</p> <p>As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio • Assessment Type 2: Skills and Applications Tasks
Prerequisites	B grade or higher in Year 10 Science (C grade requires interview)
Stage 2 External Assessment Component	Examination
Future Pathways	Engineering, Medical Imaging, Physiotherapy, Exercise Physiology (although not a prerequisite), Science (although not a prerequisite depending on major), Vet science (although not a prerequisite), Aviation, Photonics, Nanoscience.

Psychology

Course Description	<p>The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.</p> <p>Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.</p> <p>By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio (Group Investigation in Stage 2) • Assessment Type 2: Skills and Applications Tasks
Prerequisites	C grade or higher in Year 10 Science
Stage 2 External Assessment Component	Examination
Future Pathways	Clinical psychologist, Counselling psychologist, Educational psychologist, Forensic psychologist, Further education teacher, Health psychologist, Occupational psychologist, Primary care graduate mental health worker.

Scientific Studies

Course Description	<p>Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations.</p> <p>They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio • Assessment Type 2: Skills and Applications Tasks
Prerequisites	NIL
Stage 2 External Assessment Component	Practical Investigation
Future Pathways	Any science, technology or engineering field, government policy, science communications, education and reporting

Earth and Environmental Science

Course Description	<p>Earth and Environmental Science emphasises the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.</p> <p>Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, synthesis and use evidence to construct and justify conclusions.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio • Assessment Type 2: Skills and Applications Tasks
Prerequisites	C or higher in Year 10 Science
Stage 2 External Assessment Component	Assessment Type 3: Earth Systems Study (Fieldwork Investigation)
Future Pathways	Environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

Nutrition

Course Description	<p>Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.</p> <p>Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Investigations Folio • Assessment Type 2: Skills and Applications Tasks
Prerequisites	NIL
Stage 2 External Assessment Component	Issues Investigation
Future pathways	Nutritionist, Dietician, Personal Trainer

Workplace Practices

Course Description	<p>Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.</p> <p>Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The workplace learning may include one or more of the following: Vocational Education and Training (VET), Part-time job, NT representative in any sport, a member of any Sporting Academies, community service or work experience. Students use their learning outside of the classroom to gain credit towards their NTCET.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Performance • Assessment Type 3: Reflection
Prerequisites	NIL
Stage 2 External Assessment Component	Investigation
Future Pathways	Stage 2 Workplace Practices – ATAR score.

Outdoor Education

Course Description	<p>Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.</p> <p>They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Practical (Group Practical for Stage 2) • Assessment Type 2: Folio • Assessment Type 3: Report (Self-reliant Practical for Stage 2)
Prerequisites	Year 10 Outdoor Education recommended.
Stage 2 External Assessment Component	Investigation
Future Pathways	Outdoor Education Instructor/ Guide, Tourism Industry, Outdoor Education Teacher.

Health

Course Description	Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Issues Response (Group Investigation and Presentation in Stage 2) • Assessment Type 2: Group Activity (Issues Analysis for Stage 2) • Assessment Type 3: Investigation (Practical Activity for Stage 2)
Prerequisites	NIL
Stage 2 External Assessment Component	Investigation
Future Pathways	Nursing, Allied Health, Health Administrator and Physical Education.

Physical Education

Course Description	Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Practical • Assessment Type 2: Folio
Prerequisites	Year 10 Exercise Physiology is recommended.
Stage 2 External Assessment Component	Examination
Future Pathways	Fitness Instructors/Personal Trainers, Exercise Science, Exercise Physiology, Nursing, Physical Education Teacher and Physiotherapy.

Visual Art: Art

Course Description	<p>Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.</p> <p>They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.</p> <p>Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Practical • Assessment Type 3: Visual Study
Prerequisites	Year 10 Art is recommended.
Stage 2 External Assessment Component	Visual Study
Future Pathways	Educator, curator, digital artist, digital designer, artist, gallery director, graphic designer, multi-media designer, illustrator, painter, photographer, potter, sculptor, visual arts and craft professional, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, animation and interactive design, 3D animator, writer, blogger, papermaker.

Creative Arts: Digital Media

Course Description	<p>Students undertake a specialised study within or across the creative arts industry; they actively participate in the development and presentation of products while exploring industry standard Adobe software such as Illustrator, Photoshop and InDesign in the development of their works.</p> <p>These may take the form of, for example, visual art, craft and design works, digital media, film and video and or public arts projects.</p> <p>Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Product • Assessment Type 2: Folio (Investigation in Stage 2)
Prerequisites	Year 10 Media Arts is recommended.
Stage 2 External Assessment Component	Practical Skills
Future Pathways	Educator, curator, digital artist, digital designer, artist, graphic designer, web and app design and construction, video and film production, multi-media designer, illustrator, photographer, advertising, marketing, animation and games design, set design and construction, visual effects designer, games development, digital special effects, 3D animator, writer, blogger, offset printer, fashion designer, fabric designer.

Music

Course Description	<p>In this Stage 1 Music course students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments.</p> <p>By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works.</p> <p>This program is designed for students with a substantial background in music and provides a pathway to a range of Stage 2 music subjects.</p> <p>Please note: At a senior level, separate instrumental lessons are required.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Skills Presentation • Assessment Type 2: Skills Development • Assessment Type 3: Folio
Prerequisites	Recommended to have completed the Music course in the previous year/s
Future Pathways	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

Music Solo Performance

Course Description	<p>This Stage 2 course develops students' ability to prepare and present public performances; pursue excellence in the performance of Music; develop student's musical understanding, musical sensitivity and aesthetic awareness as well as their aural perception, awareness of style and structure and knowledge of historical conventions in performance. The course also allows for a strengthening in work discipline which is required for the pursuit of performance in further study or as a career. Students are required to prepare a minimum of an 18 minute program of varied musical repertoire over the year.</p> <p>Please note: At a senior level, separate instrumental lessons are required.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: First Performance • Assessment Type 2: Second Performance
Prerequisites	Recommended to have completed the Music course in the previous year/s
Stage 2 External Assessment Component	Final Performance
Future Pathways	Singer, Conductor, Musician, Educator, Sound Engineer.

Music Ensemble Performance

Course Description	This Stage 2 course develops students' ability to prepare and present public performances; pursue excellence in the performance of music; develop student's musical understanding, musical sensitivity and aesthetic awareness as well as their aural perception, awareness of style and structure and knowledge of historical conventions in performance. The course also allows for a strengthening in work discipline which is required for the pursuit of performance in further study or as a career. Students are required to prepare a minimum of a 20 minute program of varied musical repertoire over the year. Please note: At a senior level, separate instrumental lessons are required.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: First Performance • Assessment Type 2: Second Performance
Prerequisites	Recommended to have completed the Music course in the previous year/s
Stage 2 External Assessment Component	Final Performance
Future Pathways	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

Music Individual Study

Course Description	Stage 2 Music Individual Study is a subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning. Music Individual Study is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential. Students undertake an individual study on a topic of their choice. This may be an area in which they are interested or in which they have special talent. The topic should be realistically achievable by the student, and appropriate resources should be available.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Product
Prerequisites	Recommended to have completed the Music course in the previous year/s
Stage 2 External Assessment Component	Report
Future Pathways	Educator, musician, performer, games development, audio operator, live sound operator/engineer, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, composer, sound mixer/technician/engineer, sound recordist, studio assistant, technical director, sound effects designer, Accompanist, Art Manager/Director, Broadcast Engineer, Blogger, Conductor.

Drama

Course Description	<p>Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.</p> <p>Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Performance (Group Presentation for Stage 2) • Assessment Type 2: Folio • Assessment Type 3: Investigation and Presentation (Interpretative Study for Stage 2)
Prerequisites	Year 10 Drama is recommended.
Stage 2 External Assessment Component	Performance
Future Pathways	Educator, actor, performer, digital video editing, 3D animator/3D videographer, audio-visual operator, camera/lighting operator, director, film/television producer, interactive media author, lighting or stage management, live sound operator/engineer, multimedia specialist, music and dialogue editor, outside broadcasting (OB) technologist/engineer, post production operator/engineer, script development (writer, editor), sound mixer/technician/engineer, sound recordist, studio assistant, technical director, visual effects designer.

Material Products - Cooking

Course Description	<p>Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices or products on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.</p> <p>This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Folio (Stage 1 only) • Assessment Type 3: Product
Prerequisites	Recommended to have completed courses in Year 10.
Stage 2 External Assessment Component	Folio
Future Pathways	Education, bar attendant/supervisor, barista, cafe/coffee shop operator, caterer, chef or cook, food and beverage manager, Hotel/Motel/Restaurant/Club Manager, housekeeping attendant, kitchen hand, restaurateur, waiter

Material Products - Woodwork

Course Description	<p>Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices or products on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.</p> <p>This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks • Assessment Type 2: Folio • Assessment Type 3: Product.
Prerequisites	Recommended to have competed courses in year 10.
Future Pathways	<p>Possible job roles include, but are not limited to:</p> <p>Education, carpenter, cabinet maker, architectural drafter, builder, building designer, joiner, construction assistant, construction manager, antique restorations</p>

Digital Technologies

Course Description	<p>In Digital Technology students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.</p> <p>Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.</p>
Assessment Overview	<ul style="list-style-type: none"> • Investigation • Folio • Product
Prerequisites	Year 10 Digital Technologies is recommended.
Future Pathways	

Child Studies

Course Description	In this semester long course, Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Practical Activity • Assessment Type 2: Group Activity • Assessment Type 3: Investigation
Prerequisites	none
Stage 2 External Assessment Component	-
Future Pathways	Education, Child care - ATAR Score

Philosophy

Course Description	<p>Philosophy is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.</p> <p>Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically and now, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.</p> <p>Philosophy involves the rational investigation of questions about existence, knowledge, and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world and what ought to be done. Investigation of these problems requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.</p>
Assessment Overview	<ul style="list-style-type: none"> • Assessment Type 1: Folio • Assessment Type 2: Issues Analysis • Assessment Type 3: Issues Study
Prerequisites	Year 10
Stage 2 External Assessment Component	<p><i>External Assessment (30%)</i></p> <ul style="list-style-type: none"> • Assessment Type 3: Issues Study (30%)
Future Pathways	All careers can benefit from Philosophy. Employers give those students who have studied this subject priority as it teaches students to think creatively.

VET (Vocational Education and Training)

The following courses are available from various external Registered Training Organisations. **Some courses are subject to additional course fees (in addition to equipment fees).** These courses are offered dependent on availability by the course providers. An **Expression of Interest Form** needs to be completed (and interview conducted) before application to these courses will be processed.

Certificate I Agrifoods (Horticulture)	Certificate II in Electro-technology
Certificate II in Construction (Pathways)	Certificate I in Construction
Certificate I in Hospitality (Cooking)	Recreational Boating
Certificate II in Hospitality (Food and Beverage)	Fishing Operations Specialisation (block release)
Certificate I in Retail Operations	Work Boat Operations Specialisation (block release)
Certificate II in Salon Assistant	Diving Operations Specialisation (block release)
Certificate II in Retail Cosmetics	Cert I in Construction
Certificate II in Business	Cert II in Community Services (Health electives)
Certificate I in Automotive Vocational Preparation	Cert II in Community Services (Education electives)
Certificate II in Automotive Vocational Preparation	Certificate II in Rural Operations
Certificate III in Tourism	Certificate I in Racing Stables
Certificate II in Information, Digital Media & Technology	Certificate II in Racing Stables
Certificate II in Aquaculture	Certificate II in Engineering
Certificate I in Maritime Coxswain Grade 2	Certificate III in Business
Certificate III in Information, Digital Media & Technology	Certificate II in Public Safety
Certificate I in Conservation & Land Management	Girls in Construction
Certificate I in Food Retail Baking	Certificate I and II in Construction
Certificate II in Engineering (Pathways) [Part 1]	Police Fire and Emergency Services Cadet Program
Certificate I in Engineering	
Plumbing Skill Set	

There are **many more VET courses available**, please see Mrs Janice Lee for additional courses, course information and the Expression of Interest.

Students will need to obtain a **Unique Student Identifier (USI)** before starting the course which can be obtained from <https://www.usi.gov.au/>

School Based Apprenticeships (SBA) may also be undertaken in Years 11 and 12, and are usually studied at a Certificate 111 level. Students gain credit points from their SBA towards their NTCET.