

Year 11 to 12 Course Selection Guide 2020

(for courses commencing in 2021)

Name: _____

My NTCET pattern:

| Stage 1 (Compulsory) | Stage 1 or 2 (Electives) | | Stage 2 (Compulsory) | |
|--|-----------------------------|----|-------------------------|----|
| Personal Learning Plan 10 credits | 10 | 10 | 10 | 10 |
| Literacy from a range of English subjects 20 credits | 10 | 10 | 10 | 10 |
| | 10 | 10 | 10 | 10 |
| Numeracy from a range of Maths subjects 10 credits | 10 | 10 | 10 | 10 |

Success = Grade C or ↑

Subjects and courses from a wide range of options 100 credits

Subjects and courses from a wide range of options 60 credits

More Information on Stage 2 courses can be found on the SACE Board website:

<https://www.sace.sa.edu.au/home>

Completing the NTCET at Palmerston College.

What is the NTCET?

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

By completing the NTCET, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the NTCET requirements are awarded the NTCET certificate.

What subjects can students study?

For a full list of NTCET subjects for use in curriculum handbooks, including subject summaries, visit:

<https://www.sace.sa.edu.au/teaching/subjects>

How do students get the NTCET?

Students gain their NTCET in two stages:

- Stage 1, which most students complete in Year 11
- Stage 2, which most students complete in Year 12.

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

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

To achieve the NTCET, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:

- Personal Learning Plan (10 credits at Stage 1).
- Literacy – from a range of English subjects or courses (20 credits at Stage 1 or Stage 2).
- Numeracy – from a range of mathematics subjects or courses (10 credits at Stage 1 or Stage 2).
- Other Stage 2 subjects and/or courses totalling at least 60 credits.

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits, and achieve a grade in these, to gain the NTCET.

What is the Personal Learning Plan?

The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher.

The Personal Learning Plan helps students to:

- Identify strengths and interests
- Set personal and learning goals
- Choose the right SACE subjects and study options for their future plans
- Look at different career paths and choices
- Gain skills for future study and employment – planning and research.

What is VET and how can I do it?

VET stands for Vocational Education and Training.

VET gives students skills for work, particularly in the trades and industry. VET options in the NTCET encourage students to complete, or make significant progress towards completing, VET qualifications while finishing the NTCET.

To complete the NTCET, students must achieve 200 credits, 160 of which can be gained through VET. Within these, students must also satisfy the literacy (20 Credits) and numeracy (10 Credit) requirements of the NTCET. The remaining 10 credits are gained from the Personal Learning Plan (10 credits).

The SACE Board determines whether the NTCET credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can speak to Judith O'Hearn, Careers Advisor, for more information.

University entry

Gaining the NTCET is the main method used by Northern Territory students to gain admission into all universities.

Students who complete the NTCET are eligible for university entry, provided they meet certain requirements.

Students are required to complete 5 x 20 credit subjects or 4 x 20 credit subjects and 1 x 10 credit subject or equivalent to produce an ATAR (Australian Tertiary Admission Rank). The score is generated from the student's best subjects automatically selected by SATAC (South Australian Tertiary Admissions Centre) to generate the ATAR score.

The ATAR determines a student's rank for entry into university courses.

The ATAR score is not able to be predicted. The school advises students to do courses that they are capable of and are able to achieve A's to high B's. It is strongly recommended that students talk to Judith O'Hearn regarding the university courses and their prerequisites.

Special Provisions

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

The school determines what special provisions are possible for individual students based on evidence teachers or the school are aware of. Special provisions can be applied to School Based Assessments and External Assessments in Stage 1 or Stage 2.

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions.

<https://www.sace.sa.edu.au/web/special-provisions>

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students.

<https://www.sace.sa.edu.au/students/interstate-overseas-and-adult-students#title#section1>

Students Online

Students Online is a one-stop shop for information about an individual student's NTCET. It can help students:

- Plan their NTCET and look at different subjects, or subject and course combinations.

- Check their progress towards completing the NTCET.
- Access their results.

Students can log in to Students Online using their SACE registration number and PIN at:

<https://www.sace.sa.edu.au/students/assessment-and-results/students-online>

NTCET Pathways at Palmerston College

Palmerston College offers a Pathways approach to completing the NTCET. Pathways include:

NTCET (with ATAR) – This is for students planning a pathway from school into Higher Education. It requires students to complete 90 credit points of Stage 2. For many students this will involve completing 5 Stage 2 subjects. Within this pathway options are available to pursue an interest in:

- Science and Technology
- English and Humanities
- Visual and Performing Arts

NTCET (without the ATAR) – This is for students planning a pathway to complete their NTCET. It requires students to complete 60 - 80 credit points of Stage 2. Within this pathway options are available to pursue an interest described above.

NTCET (with VET) – This is for students planning a pathway to complete their NTCET using a combination of school subjects and VET courses. This pathway may gain an ATAR if doing 4 Stage 2 subjects. Some students in this pathway will choose to gain VET qualifications as well as completing the NTCET.

Modified NTCET Pathway at Palmerston College

The SACE Board's special provisions in Curriculum and Assessment Policy provides flexibility for schools and the SACE Board to make reasonable adjustments in curriculum and assessment to enable students with disability to access and participate in SACE programs, and associated assessments, on the same basis as other students.

However, for a small number of students with disability that result in significant impairment in intellectual functioning and/or adaptive behaviours, the learning requirements and performance standards in one or more SACE subjects are a barrier to achievement and SACE completion, even with the reasonable adjustments available under the Special Provisions Policy.

The disabilities of these students are highly complex and require substantial or extensive adjustments in curriculum and assessment.

To meet the learning needs of individual students with significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability, the SACE Board makes available a set of modified subjects. Modified subjects are highly individualised subjects in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

Other Modified Pathways at Palmerston College

Students may also further their development through VET courses, traineeships, work placements and work experience. All of these are focused on supporting students to transition to post schooling options.

English & Languages

English Literary Studies (2ELS20)

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking to interpret texts. Students will be required to read and view a number of texts and use logical and analytical lenses to interpret them. Students will also have the opportunity to explore their creative side, though their primary focus will be on analysis. English Literary Studies focuses on 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.

English Literary Studies can lead to tertiary studies of both science and humanities subjects as it prepares students for courses and careers that may involve the use of critical analytical skills.

This course is challenging and students must be prepared to read critically and widely.

Assessment

Assessment Type 1:
Responding to Texts (50%)

Assessment Type 2:
Creating Texts (20%)

Assessment Type 3: Text Study (30%) – Comparative Essay and Examination

English (2ESH20)

In Stage 2 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. Students consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. A combination of both analytical and creative tasks encourages students to consider the writing styles of various text types in order to recognise how they influence audiences.

Successful completion of English at Stage 2 prepares students for entry to tertiary courses requiring academic writing skills.

Assessment

Assessment Type 1:
Responding to Texts (30%)

Assessment Type 2:
Creating Texts (40%)

Assessment Type 3:
Comparative Analysis (30%).

English as an Additional Language(2EAL20)

Stage 2 English as an Additional Language is designed for students for whom English is an additional language or dialect

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

All students who want to enrol in an English as an Additional Language subject will be required to apply for eligibility.

Assessment

Assessment Type 1:
Academic Literacy Study (30%)

Assessment Type 2:
Responses to Texts (40%)

Assessment Type 3:
Examination (30%).

| Essential English (2ETE20) | Assessment |
|---|--|
| In this Stage 2 Essential English course students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. The focus of this course is to develop a students' use of language by exploring a range of texts and their impact on their audiences. It examines language in formal settings, workplaces and informal settings to distinguish between the appropriate audiences in each situation. | <p>Assessment Type 1: Responding to Texts (30%)</p> <p>Assessment Type 2: Creating Texts (40%)</p> <p>Assessment Type 3: Language Study (30%)</p> |

Maths

| Maths Methods (2MAM20) | Assessment |
|--|--|
| Through the study of Mathematical Methods students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. | <p>Assessment Type 1: Skills & Application Tasks (50%)</p> <p>Assessment Type 2: Mathematical Investigations (20%)</p> <p>Assessment Type 3: External Examination (30%)</p> |

| General Maths (2MGM20) | Assessment |
|---|--|
| <p>Stage 2 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> <p>Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.</p> | <p>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Mathematical Investigations (30%)</p> <p>Assessment Type 3: External Examination (30%)</p> |

| Integrated Learning (2ILB20) | Assessment |
|---|---|
| <p>Stage 2 Integrated Learning with Mathematics allows opportunities for students to individually select a capability that they want to develop, extend, and apply through the various assessments. Students design, extend and apply critical thinking skills through inquiry about aspects of the Mathematics that are of interest to them or required for their future. Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community.</p> <p>Successful completion of Integrated Learning with Mathematics at Stage 2 prepares students for entry to tertiary courses or apprenticeships requiring a specific focus upon an area of Mathematics.</p> | <p>Assessment Type 1: Folio</p> <p>Assessment Type 2: Inquiry based personal endeavour (2000 words)</p> |

| Essential Maths (2MEM20) | Assessment |
|--|--|
| <p>Stage 2 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>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Mathematical Investigations (30%)</p> <p>Assessment Type 3: External Examination (30%)</p> |

Humanities

| Aboriginal Studies (2ABG20) | Assessment |
|--|--|
| <p>Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities underpins the learning in this subject and is integral to students developing and extending respectful ways of thinking, communicating, understanding and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.</p> | <p>Assessment Type 1: Learning Journey (40%)</p> <p>Assessment Type 2: Social Action (30%)</p> <p>Assessment Type 3: Acknowledgment (30%)</p> |

| Society and Culture (2SOR20) | Assessment |
|---|---|
| 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. Topics include: culture; contemporary challenges; and global issues | <p>Assessment Type 1: Folio (50%)</p> <p>Assessment Type 2: Interactions (20%)</p> <p>Assessment Type 3: Investigation (30%)</p> |
| Tourism (2TOU20) | Assessment |
| 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. | <p>Assessment Type 1: Folio (20%)</p> <p>Assessment Type 2: Practical Activity (25%)</p> <p>Assessment Type 3: Investigation (25%)</p> <p>Assessment Type 4: External examination (30%)</p> |
| Community Studies (Arts; Food; Health and Recreation; Communication; Work; Science and Technology) | Assessment |
| Students may choose up to three community studies in Year 12. They select from Arts, Food, Health & Recreation, Communication; Work and Science and Technology. Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community. | <p>Assessment Type 1: Contract of Work, Presentation and Folio (70%)</p> <p>Assessment Type 2: External reflection (30%)</p> |
| Legal Studies (2LEG20) | Assessment |
| A study of the four topics provides an exploration of the Australian legal system from the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government, and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society. | <p>Assessment Type 1: Folio (50%)</p> <p>Assessment Type 2: Inquiry (20%)</p> <p>Assessment Type 3: External Examination (30%)</p> |

| | |
|--|---|
| <p>Workplace Practices (2WPC20)</p> <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 subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).</p> | <p>Assessment</p> <p>Assessment Type 1: Folio (25%)</p> <p>Assessment Type 2: Performance (25%)</p> <p>Assessment Type 3: Reflection (20%)</p> <p>Assessment Type 4: Investigation (30%)</p> |
| <p>Ancient Studies (2ANT20)</p> <p>Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.</p> | <p>Assessment</p> <p>Assessment Type 1: Skills and applications (50%)</p> <p>Assessment Type 2: Connections (20%)</p> <p>Assessment Type 3: External Inquiry (30%)</p> |
| <p>Research Project (2REP20)</p> <p>In the Research Project, students have the opportunity to study an area of interest in depth.</p> <p>It requires students to use creativity and initiative, while developing the research and presentation skills they need in further study or work.</p> | <p>Assessment</p> <p>Assessment Type 1: Folio (30%)</p> <p>Assessment Type 2: Research Outcome (40%)</p> <p>Assessment Type 3: External Review (30%)</p> |
| <p>Science & Business</p> | |
| <p>Biology (2BGY20)</p> <p>In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.</p> | <p>Assessment</p> <p>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Folio (30%)</p> <p>Assessment Type 3: External Examination (30%)</p> |

| Chemistry (2CEM20) - Prerequisite is Stage 1 Chemistry | Assessment |
|--|--|
| <p>The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes 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. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.</p> | <p>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Folio (30%)</p> <p>Assessment Type 3: External Examination (30%)</p> |
| Physics (2PYI20) - Prerequisite is Stage 1 Physics | Assessment |
| <p>Physics offers opportunities for students to deepen their understanding and appreciation of the natural world. This subject requires the interpretation of physical phenomena through the study of various topics including projectile and circular motions, momentum in two dimensions, motions of charged particles in electric and magnetic fields, wave and particle behaviours of light, special relativity, and the standard model. As well as applying knowledge to solve routine problems, students develop experimental, investigation design, information and communication skills through practical and research activities. At Stage 2, students independently conduct practical design investigations of their chosen topic within the Physics curriculum areas.</p> | <p>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Folio (30%)</p> <p>Assessment Type 3: External Examination (30%)</p> |
| Psychology (2PSC20) | Assessment (20 Credit Points) |
| <p>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. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.</p> <p>Psychology can also be completed in Semester 1 for 10 Credit Points.</p> | <p>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Folio (30%)</p> <p>Assessment Type 3: External Examination (30%)</p> |

| Earth and Environmental Science (2EES20) | Assessment |
|---|---|
| <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> | <p>Assessment Type 1: Skills & Application Tasks (40%)</p> <p>Assessment Type 2: Folio (30%)</p> <p>Assessment Type 3: Earth Environment Study (30%)</p> |

| Scientific Studies (2SCF20) | Assessment |
|--|---|
| <p>In Scientific Studies, students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.</p> | <p>Assessment Type 1: Inquiry Folio (50%)</p> <p>Assessment Type 2: Collaborative Inquiry (20%)</p> <p>External Assessment</p> <p>Assessment Type 3: Individual Inquiry (30%)</p> |

| Business Innovation (2BUE20) | Assessment |
|---|---|
| <p>Students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions.</p> | <p>Assessment Type 1: Folio (70%)</p> <p>Assessment Type 2: Enterprise Report</p> |

The Arts

| Drama (2DRM20) | Assessment |
|--|--|
| <p>Drama at Stage 2 involves two areas of study, company and production and exploration and vision. Students draw links between theory and practice through exploration, taking informed artistic risks, and practical experimentation. They create drama from ideas and theoretical foundations, and by experimenting with concepts, processes, aesthetics, and the application of skills. Students assume dramatic roles and explore and analyse ideas, forms, conventions, styles, and innovations. They reflect on their own and others' dramatic ideas and products, and analyse and evaluate dramatic choices.</p> | <p>Assessment Type 1: Group Production (40%)</p> <p>Assessment Type 2: Evaluation and Creativity (30%)</p> <p>Assessment Type 3: Externally Assessed. Creative Presentation (30%)</p> |

| Music – (Several course codes) | Assessment |
|---|--|
| <p>Students select 20 credit points worth of music. Students can choose to study up to 40 credit points of music.</p> <p>ENSEMBLE PERFORMANCE 2MEB10: (10 Credit points)</p> <p>Students must be able to play an instrument or sing well and have been learning this instrument for at least 3 years. Students perform between 18 and 24 minutes worth of repertoire over 3 separate live performances. Students perform with other students as part of a group. They are required to demonstrate that they can play on their own through part testing. In addition, there is a small written component where students analyse and discuss the pieces that they have performed.</p> <p>SOLO PERFORMANCE 2MSO10: (10 Credit points)</p> <p>Students must be able to play an instrument or sing well. Students perform between 18 and 24 minutes worth of repertoire over 3 separate live performances. Students perform on their own as a soloist. In addition, there is a small written component where students analyse and discuss the pieces that they have performed.</p> | <p>Assessment Type 1: Performance (30%)</p> <p>Assessment Type 2: Performance and Discussion (40%)</p> <p>Assessment Type 3: Externally assessed Performance Portfolio (30%)</p> |
| <p>MUSIC EXPLORATIONS: 2MEX20 (20 Credit points)</p> <p>Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.</p> | <p>Assessment Type 1: Musical Literacy (30%) – 1 composition, 1 analysis and 1 review.</p> <p>Assessment Type 2: Explorations (40%) – performance, composition, fabrication of an instrument.</p> <p>Assessment Type 3: Externally assessed Creative Connections (30%) – a development of their explorations assessment – another performance, composition or demonstration of instrument capability.</p> |

| Visual Arts - Art (2VAA20) | Assessment |
|--|---|
| <p>In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.</p> | <p>Assessment Type 1: Folio (40%)</p> <p>Assessment Type 2: Practical (30%)</p> <p>Assessment Type 3: Visual Study (30%)</p> |
| Creative Arts (2CVA20 and 2CVA10) | Assessment |
| <p>Creative Arts students develop and present creative art products. These may take form of, visual artefacts, digital media, public art projects, and wood work.</p> <p>Students learn and develop skills on advanced Adobe software. Students receive the opportunity to immerse themselves with Creative arts practitioners and artists who can help students develop their art skills.</p> | <p>Assessment Type 1: Product (50%)</p> <p>Assessment Type 2: Inquiry (20%)</p> <p>Assessment Type 3: Practical Skills (30%)</p> |
| Industry and Entrepreneurial Solutions (2IES20) | Assessment |
| <p>At Stage 2 students explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques in a given context. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution</p> | <p>Assessment Type 1: Specialised Skills Task (20%)</p> <p>Assessment Type 2: Design Process and Solution (50%)</p> <p>Assessment Type 3: Externally assessed Resource Study (30%)</p> |

Health, Physical Education and Food Technology

| Physical Education (2PHE20) | Assessment |
|---|---|
| Through Physical Education, students explore the participation in, and performance, of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian ¹ educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity. | <p>Assessment Type 1: Diagnostics (30%).</p> <p>Assessment Type 2: Improvement Analysis (40%).</p> <p>Assessment Type 3: External Group Dynamics (30%).</p> |
| Health (2HEH20) | Assessment |
| In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. | <p>Assessment Type 1: Group Investigation & Presentation (30%)</p> <p>Assessment Type 2: Issues Analysis (20%)</p> <p>Assessment Type 3: Practical Activity (20%)</p> <p>Assessment Type 4: Investigation (30%)</p> |
| Design & Technology Engineering – Food Studies | Assessment |
| Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio cultural and technological factors at local, national and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers. | <p>Assessment Type 1: Product (50%)</p> <p>Assessment Type 2: Skills & Application (20%)</p> <p>Assessment Type 3: Folio (30%)</p> |

| Child Studies (2CSD20) | Assessment |
|---|--|
| <p>Child Studies focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting and care-giving, and gain an understanding of the growth and development of children. They develop a variety of research, management, and practical skills, and work independently and collaboratively to achieve common goals. Students investigate contemporary issues that are relevant to the health and well-being of children and their development.</p> | <p>Assessment Type 1: Practical Activity (50%)</p> <p>Assessment Type 2: Group Activity (20%)</p> <p>Assessment Type 3: Investigation (30%)</p> |
| Design & Technology Engineering - IT | Assessment |
| <p>Students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.</p> <p>This class is often split to allow students to engage in System and Control Products (2SSA20)</p> <p>This focus area involves the use of devices such as electrical, electronic, and interface components, including programmable control devices, to design and make systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with using control systems.</p> | <p>Assessment Type 1: Product (50%)</p> <p>Assessment Type 2: Skills & Application (20%)</p> <p>Assessment Type 3: Folio (30%)</p> |
| Flexible Learning | |
| Community Studies (various codes) | Assessment |
| <p>Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program.</p> | <p>Assessment Type 1: Contract of Work (70%)</p> <p>Assessment Type 2: Reflection (30%)</p> |

Vocational Pathways

The Palmerston College – Vocational Pathway (previously known as Work Ready) combines normal NTCET courses with structured work placement and VET. Students in this pathway attend school on days when they are not required at VET or work placement. On these days they complete the compulsory three Stage 2 units (units may include: Workplace Practices; Community Studies and Integrated Learning).

- VET courses may include:
- Sport and Recreation
- Fitness
- Automotive
- Engineering
- Children Services
- Construction
- Hospitality (Kitchen Operations)
- Community Services
- Food Processing (baking)
- Information Technology
- Hairdressing
- Business

These courses are delivered by a variety of Registered Training Organisations (RTOs) in the Darwin area.

Student Selection Procedures:

- Please read the descriptions of the subjects you are considering in Year 12 (Stage 2). Pay special attention to the Assessment Type 3 or 4 Methodology for the 30% external assessment.
- In most cases you should be choosing 4 - 5 of the classes you are doing in Semester 2 this year.
- Complete the subject selection sheet, making sure you number your top preferences as numbers 1 to 3.
- Have selections signed by parent / guardian and handed in to the front office by the end of Week 8.
- If you would like to change your preferences after the information night, please make the changes on your subject sheet provided and hand back into the front office by the end of Week 9.

Timetable Construction:

The school will use selection data to create a timetable that meets the needs of a majority of the students.

Subject Selection Interview:

To ensure that all students are on a correct and achievable pathway we have a meeting with students and a parent/guardian. This meeting will look at NTCET progress to date, appropriateness of subjects chosen, and desired post school pathway.

A letter will be sent home (initially via email) inviting parents to make a time for the selection interview.