

# Year 9 to 10 Course Selection Guide 2020

(for courses commencing in 2021)

**Name:** \_\_\_\_\_

**My NTCET pattern:**

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

Grade C or ↑ = Success

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 the NTCET 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 C or above grade in these, to gain the NTCET.

### **What is the Personal Learning Plan?**

The Personal Learning Plan (PLP) 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 completing 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 the Career 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 Careers Advisor 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 must 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, PIN or verified email address 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. Senior Secondary 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 completing 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. This enables 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 flexible 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.

## Year 10 Activities

### NT Skills Employment & Careers Expo

The Skills, Employment and Careers Expo (formerly the Northern Territory Government Careers Expo) is an annual event that travels across the Northern Territory and was originally aimed at helping young people engage in further education and employment. The expo has grown seeing attendance levels of a couple of hundred at one event to approximately 5,000 over five events across the Territory, and is no longer specifically designed just for young students.

The Skills, Employment and Careers Expo offers a unique opportunity for anyone interested in starting, changing, re-skilling or upgrading their career to meet the needs of a diverse range of organisations that are both locally-based and from around Australia. The expos are free community events managed by the Northern Territory Government, providing the opportunity for attendees to engage with:

- leading training providers
- higher education institutions
- employment agencies
- group training companies
- employers
- service providers
- community organisations

### NT Skills Employment and Careers Expo – Sensory Friendly Hour

This Sensory Friendly Hour will be a time for participants and their families to enjoy a quieter, less-crowded visit to The Skills Employment and Careers Expo in Darwin. This initiative aims to reduce barriers for people with disabilities and sensory processing disorders to engage with the expo and have equal access to career and training options.

This opportunity may be appealing to parents/carers of people who have mobility challenges, struggle to communicate or become easily overwhelmed by stimuli. During this hour, the Expo will offer:

- A smaller crowd capacity
- Lower audio volume on exhibits
- Dimmed lighting
- Sensory friendly chill out space

### Work Experience

Work Experience is part of our school's career development program where students experience the world of work. It is a short-term placement of students with employers, to provide insights into the industry, and the workplace. Students undertake work experience primarily to observe and learn – not to undertake activities which require extensive training or expertise. It provides a great opportunity for students to get a taste of a real work place first hand. Even though many students already have part-time work, the value of work experience lies in being able to observe and participate in a workplace that is linked to their career aspirations. Work Experience is one of the most effective tools in assisting students to make decisions about what career they would like to pursue.

Work Experience is linked closely with the Personal Learning Plan Course. If students do not undertake Work Experience they will be required to attend school.



## Work Experience

Students will be expected to arrange their own placement but will be supported through the process by staff and parents. Students will contact businesses themselves and arrange to have the necessary paperwork completed. Students will be supplied with a Work Experience booklet that explains what is required and how to go about each step. If students are currently undertaking PLP, they will be supported by their PLP teacher. Other students will have the support of the Year 10 Coordinator and the Career Adviser. Students are not encouraged to spend more time at their current part-time place of employment as they are already familiar with what is required there. Nor is it encouraged that students simply accompany parents to their place of work for convenience.

It is very important that parents are aware and are a part of the whole process. A PDF copy of the Work Experience book is being emailed to parents/guardians where a current email address is listed with the school. A section of this booklet (p3) will need to be signed by parents/guardians to ensure that students have given you the information. Once a placement has been arranged official paperwork (Attachment to book) will need to be completed by the student, yourself, the workplace and then finally school, to confirm the placement. Without the official form being signed by all parties, no placement will be covered by the school or the Department of Education.

## English & Languages

In the study of English, students develop their oral, written, interactive and digital communication skills to prepare for work, further study and community life. Students respond to and create a wide range of imaginative, informative and persuasive texts for different purposes and audiences.

In English at Year 10, students are put into the most supportive level for them, either being English or Literacy.

It is an expectation **English as an Additional Language (EAL)** considerations will underpin both English and Literacy in order to improve students' general proficiency in the English language with particular emphasis on communication, comprehension, analysis, and text creation.

## English

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.

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.

Students have opportunities to reflect on their personal values, and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

## Literacy

In Literacy, 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.

## Mathematics & Information Technology

### Mathematics - Level 1

In Year 10, Advanced Mathematics students will be studying rational and irrational numbers, patterns in algebra, linear and non-linear relationships, trigonometry, co-ordinate geometry and elements of statistics. A particular focus will be upon developing students' mathematical reasoning and problem solving skills. Assessment is based upon a combination of topic tests and folio assignments to ensure that all students are given the opportunity to achieve their best.

### Mathematics - Level 2

In Year 10, Mainstream Mathematics students will be following the ACARA curriculum. They are studying number, financial Mathematics, linear relationships, patterns in algebra, trigonometry and quadratics. A particular focus will be upon developing students understanding of Financial Mathematics and building their ability to reason Mathematically. Assessment is based upon a combination of topic tests and folio assignments which are designed to reflect students' achievements in a range of situations.

### Mathematics - Numeracy

In Year 10, Level 3 Mathematics students are focusing upon the general capabilities as defined in the ACARA curriculum. They will be working to improve their basic abilities in numeracy, financial situations and Mathematics in context. This course has been designed to specifically aid students to ensure that they can function Mathematically in a range of everyday situation Assessment is based upon a combination of short topic tests and folio assignments to reflect students' achievements in a range of situations.

### Digital Technology

In year 10, the Computer Studies course focuses on software and tasks that may be performed on a personal computer. Students will have the opportunity learn about computer hardware, be introduced to databases, perform analysis and design of spreadsheets, explore HTML and some simple scripting. Students will also complete a personal project.

## Humanities

### Personal Learning Plan (Semester 1 & 2)

The PLP is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12. Students must achieve a C grade or better to successfully complete the subject. The PLP helps students to:

- Plan their personal and learning goals for the future.
- Make informed decisions about their personal development, education, and training.
- Developing goals for the future will engage students in activities such as:
- Selecting subjects, courses, and other learning relevant to pathways through and beyond school.
- Investigating possible career choices.
- Exploring personal and learning goals.

### **History: *The modern world & Australia* (Semester 1)**

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. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

### **Stage 1 (Semester 2) TBA- ONE OF: Legal Studies, Modern History or Ancient Studies to be offered**

Depending on student interest and teacher availability.

### **Term length "taster" Course (Term 3 or Term 4)**

#### **Modern History**

Students study three topics: The rise of Environmental Movement; World Powers and Popular Culture. They analyse sources to determine communicate understandings and investigate and create a Modern History Museum display.

#### **Business and Economics**

Students study Australia's economy and analyse data to communicate understandings. They also conceive, develop and plan a sustainable business, product or service.

#### **Tourism**

Students study geography through the study of tourism. They consider an Australian landscape feature (e.g. The Great Barrier Reef) and analyse sources of data and information to communicate understandings. Secondly, they investigate and create an international journey.

NOTE: Other taster courses may be offered depending on student interest and teacher availability are for example: Aboriginal Studies, Legal Studies and Ancient Studies.



## Science & Business

### Year 10 Science

In the Year 10 Science curriculum, students explore scientific, chemical, geological and physical evidence at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to identify relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

### Coffee Shop

Students learn about the successful management of business and enterprise in the context of running a school-based coffee shop. 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.

## The Arts

### Visual Art

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

### Drama

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

## Music

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

## Creative Arts

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

## Dance (subject to availability)

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

## Health, Physical Education & Food Technology

### Health, Physical Education

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### Food Technology

In Years 9 and 10, students learn to critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components and equipment to develop design ideas. Students will propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices for example, i.e. examining local fast-food options, making healthy selections and advocating healthy choices to peers.

## Flexible Learning

### Flexible Learning Program

Student's pathways may see them needing more flexible options. Our Flexible Learning Program has been established to support students to maximise their engagement and success in learning e.g. Vocational Pathway students or students with additional needs. Students are assessed on a case-by-case basis with the program being tailored to meet individual needs.

## 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 on VET courses or work placement.

VET courses may include:

- |                        |                                    |
|------------------------|------------------------------------|
| • Sport and Recreation | • Hospitality (Kitchen Operations) |
| • Fitness              | • Community Services               |
| • Automotive           | • Food Processing (baking)         |
| • Engineering          | • Information Technology           |
| • Children Services    | • Hairdressing                     |
| • Construction         | • Business                         |

These courses are delivered by a variety of Registered Training Organisations (RTOs) in the Darwin area. Students interested in VET courses need to complete an Expression of Interest form and return it to the VET Coordinator.

## Where to from here?

### Student selection procedures:

- Please read the descriptions of the subjects you are considering in Year 10.
- Number your preferences on each line, by numbering subjects 1- 4, 1 being your first choice. Your core subjects English, Mathematics, Science & Humanities levels will be selected from your achievement this year.
- If you are born before June 30th you will be put into PLP as 1 of your selections for Semester 1. If you are born after July 1st you will be put in PLP in Semester 2.
- Have selections signed by parent / guardian and handed in to the 7-9 Campus front office by Friday Week 4 (6th of November 2020).
- Students will have a discussion with a staff member about their selections.

### Timetable Construction:

The school will use selection data to create a timetable that meets the needs of the majority of the students. Some students may get one of their reserve choices.