INFORMATION FOR PARENTS AND STUDENTS

All Year 10 students will do up to three elective subjects next year. Most of these subjects will be studied for one semester. The elective subjects will supplement the core subjects of English, Mathematics, Science, History, Geography, Personal Learning Plan, Physical Education and Health. Students also have a choice as to the level of Mathematics and English they wish to study in Year 10.

All the available elective subjects are described in the following pages. All subjects are offered for selection by students, but only those subjects chosen by enough students will appear in the final timetable. This means that if not enough students choose a particular subject, it will be withdrawn as an available elective.

Students will be placed in their elective subjects according to their order of preference on their subject selection form. For this reason, it is important that you list your preferred subjects in order from 1 to 10.

At the end of Year 12 most students who qualify for their Northern Territory Certificate of Education and Training (NTCET) will also receive an Australian Tertiary Admission Rank (ATAR). This will be used by the universities to determine which students they accept into the courses they offer. Various universities also offer bonus points if students do particular subjects at Year 12 level. At this stage it is important to recognise that some universities currently offer bonus points for students who do a language.

The only subjects that can be done for the full year are Music, French and Japanese. French and Japanese are full year courses. Music can be studied for one semester or for two semesters. It is envisaged that students will need to have studied these subjects in Year 9, or be able to catch up, to be successful at them in Year 10. If you wish to do any of these subjects in Year 11, it is recommended that you do the subject in Year 10.

The only other restrictions that apply relate to Physical Fitness and Recreation, and Sports Science. As there is a significant overlap in content, students cannot do both of these subjects.

The Mathematics and English level are outlined at the end of the booklet. It is important that all students consider their longer term goals when deciding the level to study in these subjects.

Should you have any questions with regard to any of the subjects, please feel free to contact the appropriate Head of Department or myself.

Peter Wagner
Director of Teaching, Learning and Curriculum
(08) 8950 4504
YEAR 10 AVAILABLE ELECTIVE SUBJECTS

Applied Technology - Design and Wood Course
Applied Technology - Design and Metal Course
Computing Studies
Dance
Drama
Food Technology - International Cuisine
French (Full Year Subject)
Japanese (Full Year Course)
Music
Music and Media
Outdoor Education
Photography – Digital
Physical Fitness and Recreation
Sports Science
Textile Design – Fabrics
Textile Design – Wearable Art
Visual Arts

YEAR 10 INFORMATION ON COMPLUSORY SUBJECTS

Students in Year 10 will undertake the compulsory subjects of English, Mathematics, Science, History, Geography, Personal Learning Plan, Physical Education and Health.

English, Mathematics, Science and Physical Education will be done by all students all year. History, Geography and Health are semester length courses and will be done in either the first or second semester only.

All students in Year 10 will also do the semester length course called a Personal Learning Plan. This is the first Year 11 subject that students will undertake. It is a compulsory subject in which all Year 10 students must obtain a Grade C or better in order to gain their Northern Territory Certificate of Education and Training (NTCET) at the end of Year 12. It includes one week of work experience and is outlined in details at the end of this booklet. Students who do not get a Grade C or better will have to repeat the subject.
**Applied Technology - Design and Wood Course**

The Design and Wood Applied Technology Course extends its “Design Make Appraise” process via a workshop situation. Students continue to practice the construction process using wood as the main material. The students will be exposed to a larger design component and with a correspondingly greater emphasis on their design / drawing skills. Safety and the correct use of the various equipment are important aspects to this subject. Related theory work is also reinforced via homework assignments.

The course is broken into two main components. These are Theory, Graphics and Design where the project design is undertaken, and Tools and Materials which emphasises the construction process. The students will work with local and exotic wood products. There is ongoing theory work with tests and some other set homework. The use of a selection of hand and electric machinery is covered, including bandsawing and routering. A number of lessons specifically require use of the workshop while others require the Design Room.

The graphics and design processes will also involve isometric projection and design development exposure. The Tools and Materials component will include safety, marking out, cutting, finishes, sawing, adhesives, drilling, routering and electric sanding.

**Assessment**

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<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Theory Task</td>
<td>35%</td>
</tr>
<tr>
<td>Graphics Task</td>
<td>15%</td>
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<tr>
<td>Practical Task</td>
<td>35%</td>
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</table>

Further information can be obtained from Mr Geoff Leedham on 8950 4549.
**Applied Technology - Design and Metal Course**

The Design and Metal Applied Technology Course extends its “Design Make Appraise” process via a workshop situation. Students continue to practice the construction process using metal as the main material and also do some design work. The students will be exposed to a larger design component and with a correspondingly greater emphasis on their design / drawing skills. Specific time is set aside to cover theory related topics. Safety and the correct use of the various equipment are important aspects to this subject. Related theory work is also reinforced via homework assignments.

The course is broken into two main components. These are Theory, Graphics and Design where the project is designed, and Tools and Materials which emphasises the construction process. The students will work mainly with metal but there is ongoing theory work with tests and some set homework. The use of a selection of hand and other machinery is covered including resistance welding. A number of lessons specifically require use of the workshop while others require the Design Room.

The graphics and design processes will involve isometric projection, orthographic projection and design development. The Tools and Materials will include safety, marking out, cutting, bending and folding, soldering, riveting and joining.

**Assessment**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Theory Task</td>
<td>35%</td>
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<tr>
<td>Graphics Task</td>
<td>15%</td>
</tr>
<tr>
<td>Practical</td>
<td>35%</td>
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</tbody>
</table>

Further information can be obtained from Mr Geoff Leedham on 8950 4549.
Computing Studies

Computing is a compulsory subject during Years 7 and 8 here at St Philip’s, but is an elective from Year 9 onwards. This subject builds on the foundation formed in Years 7, 8 and 9.

This subject enhances some of the skills previously learned in computing; for example in the creation and use of spreadsheets; and also introduces areas that students will not have had any formal training in. In particular, we visit digital video filming and editing and relational databases. The students are expected to film and edit a one minute video in the style of a commercial and to produce a relational database.

A continuation of the typing skills learnt in early years is included in the course, but does not form part of the assessment for the subject.

This subject is recommended but not compulsory for those wishing to take computing subjects later in their school career. It is not compulsory, but is recommended, that students have done the computing elective in Year 9 prior to this course.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Classwork</td>
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<tr>
<td>Digital Filming and Editing</td>
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<tr>
<td>Databases</td>
<td>25%</td>
</tr>
<tr>
<td>Robotics</td>
<td>25%</td>
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Further information can be obtained from Dr Matt Johnson on 8950 4586.
Dance

This is a practical based subject that encourages personal development as a dancer and choreographer. A variety of dance styles and choreographers will be researched and explored. Individual and group dance pieces will be choreographed and performed.

The aim of this course is to develop creative potential, gain a greater understanding of the students’ own bodies as storytelling instruments and create confident and competent performers and choreographers.

Assessment

- Participation (In-class practice and Choreography Tasks) 50%
- Exhibition 30%
- Journal / Book Work 10%
- Test 10%

Further information can be obtained from Mr Steve Kidd on 8950 4518.
**Drama**

In this subject we continue to build on our knowledge of the craft. We learn about the actor/audience relationship and different performance styles and genres. We develop life skills by working together as a group, improvising, analysing and creating our own production work. Technical production practical tasks are geared specifically towards the School Musical and other presentations. Students will get hands on experience in their choice of acting, crewing, set, costume and prop design and construction, lighting and sound design, rigging and operation, scriptwriting and production/stage management or publicity. Presentation skills, role play and improvisation, play reading and analysis are also part of the course.

**Assessment**

- Participation 50%
- Exhibition 30%
- Journal / Book Work 10%
- Test 10%

Further information can be obtained from Mr Steve Kidd on 8950 4518.
**Food Technology - International Cuisine**

This course focuses on the development of students’ appreciation of food customs, traditions and cultures of people from other countries. Students will be provided with a range of experiences in preparation and presentation of foods from other cultures. There are elements of this course that have much in common with the previous two years, health and safety in the kitchen, identification of basic utensils, equipment and appliances, reading and interpreting recipes, basic cooking skills and time management. However, students will be able to experience the tasting, handling and preparation of food from other countries and understand the origins of national dishes and the relationship to their geographic position, type of economy and climate. Students will have lessons which will alternate between theory and practical lessons.

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Practical Assessment One</td>
<td>25%</td>
</tr>
<tr>
<td>Practical Assessment Two</td>
<td>25%</td>
</tr>
<tr>
<td>Design Brief</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
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</table>

Further information can be obtained from Ms Sheree Fickling on 8950 4552.
French (Full Year Course)

This subject continues from Year 9 French. Students who choose to study French in Year 10 will be encouraged to consider studying French in Year 11. Year 10 French is, therefore, an academic subject which will require commitment to learning and, in particular, the recognition of the necessity for regular revision at home. Topics include: Visiting Paris, relationships, talking about the past and the future, the environment and occupations plus relevant vocabulary, grammar and cultural information.

Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Speaking and Listening Tasks</td>
<td>35%</td>
</tr>
<tr>
<td>Reading and Writing Tasks (includes Novel Study)</td>
<td>35%</td>
</tr>
<tr>
<td>Culture Research Task</td>
<td>10%</td>
</tr>
<tr>
<td>Topic Test</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
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</table>

Further information can be obtained from Mrs Christine Wilson on 8950 4527.
**Japanese (Full Year Course)**

This subject continues on from Year 9 Japanese. Students will consolidate their knowledge and understanding of grammar and vocabulary and learn to communicate more fluently in Japanese. Topics include: talking about your family and your past, asking for and giving directions, your neighbourhood, everyday activities such as shopping and understanding a menu, Japanese culture as well as Kanji characters.

This is an academic subject and students choosing it must have a very strong commitment to learning Japanese.

**Assessment**

- Reading and Writing Tasks 40%
- Speaking and Listening Tasks 40%
- Culture Assignment 10%
- Homework and Bookwork 10%

Further information can be obtained from Mr Yukihisa Matsueda on 8950 4589.
Music

This is a course with an emphasis on the development of musicianship. This includes; the development of performance skills; applied theory and harmony skills; computer music literacy and the development of knowledge of how music is used in society.

All Year 10 Music students must actively continue their instrumental or vocal lessons for the year and maintain regular practice on their instrument. They will be expected to perform regularly on their chosen instrument in class.

Prerequisites;

- proficiency as a vocalist or instrumentalist
- minimum of Grade 1 AMEB theory and music reading standard

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Practical Task</td>
<td>30%</td>
</tr>
<tr>
<td>Special Assignment and Book Work</td>
<td>10%</td>
</tr>
<tr>
<td>Music Theory Test</td>
<td>20%</td>
</tr>
</tbody>
</table>

Further information can be obtained from Mr Steve Kidd on 8950 4518.
**Music and Media**

This course intends to build on knowledge gained through the Year 9 Music and Media Course. Students will continue to explore electronic music production skills through the use of Audacity, Acid Pro and other programs.

Students will have the opportunity to learn about live sound through the use of the public address system, mixing desk and studio recording equipment. There is an opportunity for students to further their radio skills.

**Assessment**

- Preparation, Organisation and Bookwork 15%
- Use and Understanding of Technology 15%
- Presentations – Electronic Music Production, Radio, Live Sound Production and Recording 40%
- Participation 30%

Further information can be obtained from Mr Steve Kidd on 8950 4518.
Outdoor Education

Year 10 Outdoor Education is a varied and interesting subject with a practical and theoretical focus. It is well suited to students who are interested in learning and developing outdoor skills such as navigation, trip planning, first aid, as well as opportunities to develop some problem solving and lateral thinking skills. Indoor rock climbing on the College’s rock wall is a significant part of the course with a focus on climbing technique and practice and safety belay skills.

Assessment is based around participation and engagement in practical activities and sessions in class and the application of their learning in formal written projects.

Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Book Work and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Climbing (Belay and Safety Systems)</td>
<td>40%</td>
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<tr>
<td>and Individual Climbing Technique</td>
<td></td>
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<tr>
<td>Film Review</td>
<td>20%</td>
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<tr>
<td>Project</td>
<td>20%</td>
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Further information can be obtained from Mr David Atkins on 8950 4593.
Photography – Digital

This is designed to be a continuation of the Year 9 Photography Course but is also open to beginners. Students are provided with digital cameras and advanced photo editing software. They are required to follow a creative process and produce a range of major pieces through experimentation and the development of their skills. Through a series of themes, students are given the opportunity to work with Adobe Photoshop and are required to produce final pieces and folio support documents for assessment.

Assessment

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<tbody>
<tr>
<td>Macro Folio</td>
<td>30%</td>
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<tr>
<td>Portrait Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Panorama Folio</td>
<td>30%</td>
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<tr>
<td>Bookmark</td>
<td>10%</td>
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</table>

Further information can be obtained from Mr James Tudor on 8950 4570.
Physical Fitness and Recreation

Note: If you do this subject you will not be allowed to do Sports Science.

The aim of this course is to develop knowledge of the components of fitness and to give the students the necessary knowledge of the importance of physical fitness to their health and well being. It also aims to give the students an understanding of how the body functions and the effect of physical training. This will be done through both theory and practical work.

The type of fitness training the students will undertake will include: aerobic, anaerobic, circuit, weight, interval and flexibility training. Students will be tested on their fitness level at the start, during the semester and at the end. They will be required to keep an accurate log sheet of their fitness programs.

The course will also provide the students with the opportunity to experience a wide range of recreational activities. The students will be able to participate in a range of activities which are not normally covered in general physical education. They will be required to keep a journal of all the activities done, including a small summary of each activity.

Assessment

- Participation 15%
- Training Programs (Resistance & Cardiovascular) 35%
- Fitness Profile 30%
- Create a Fitness Session 20%

Further information can be obtained from Mr Troy Wegener on 8950 4540.
Sports Science

Note: If you do this subject you will not be allowed to do Physical Fitness and Recreation.

This course is designed to consolidate students’ understanding of human anatomy and extend their knowledge and understanding of the physiological processes that affect humans’ ability to perform physical activity. It also provides students with opportunities to conduct and analyse a range of fitness tests.

Students will study the components and functions of blood, structure and function of the heart, blood vessels, circulatory and respiratory systems. They will explore the inter-relationships between the body systems. Measurement and evaluation of physical fitness, the components of fitness as well as the validity and reliability of fitness tests will be studied. The theoretical components of the course will be explored and applied within a selection of sports and activities.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Practical Component</td>
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</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Training Principles and Methods Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Energy Systems Test</td>
<td>15%</td>
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</tbody>
</table>

Further information can be obtained from Mr Troy Wegener on 8950 4540.
Textile Design – Fabrics

Designing, creating and critiquing. “Everything that is not found in nature is designed by someone……”

Students will complete a series of sewing exercises that demonstrate a clear grasp of craftsmanship and attention to detail. Several final garments including a self generated project are sewn to indicate clarity in understanding of instructions and concepts. Students are to be able to work within a group and show active support of other members.

Assessment

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<tbody>
<tr>
<td>Folio of Exercises</td>
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<tr>
<td>Sewn Article</td>
<td>30%</td>
</tr>
<tr>
<td>Book Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>20%</td>
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</table>

Further information can be obtained from Ms Shannon Killer on 8950 4535.
Textile Design – Wearable Art

Designing, Creating and Critiquing. “Everything that is not found in nature was designed by someone…….”

The Design process is followed so that an idea is explored resulting in a final design that is utilized to produce a wearable art costume. Students will study deportment and modelling to be able to display their final piece in the College Wearable Art show. Research on Wearable Art nationally including analysis and critique of costumes is also completed.

Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Folio Design</td>
<td>40%</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Task</td>
<td>30%</td>
</tr>
<tr>
<td>Book Presentation</td>
<td>30%</td>
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</table>

Further information can be obtained from Ms Shannon Killer on 8950 4535.
Visual Arts

This course is designed for students who are interested in developing their creative and aesthetic perceptions through a range of media. The course involves aspects of making, critical analysis and historical research.

The main emphasis is the practical exploratory process in response to the work of several artists. Students will explore a range of two dimensional media, emulating a range of methods and techniques. Visual literacy, artistic expression and appreciation is developed through explorations in drawing, painting, printmaking and ceramic processes.

Students will produce a folio, a practical art piece in response to their folio and a visual study.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Folio and Bookmark</td>
<td>35%</td>
</tr>
<tr>
<td>Practical Task</td>
<td>25%</td>
</tr>
<tr>
<td>Artist Statement</td>
<td>10%</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
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</table>

Further information can be obtained from Ms Shannon Killer on 8950 4535.
Personal Learning Plan

What is it?
The Personal Learning Plan is a compulsory Northern Territory Certificate of Education and Training (NTCET) subject, normally undertaken in Year 10. In order to gain their Year 12 Leaving Certificate (NTCET) students must achieve a C or better in their Personal Learning Plan (PLP). It is mandatory that all Year 10 students complete one semester of PLP.

In PLP, students will consider their personal capabilities, aspirations and interests and then research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:
- identify and research career paths and options (including further education, training and work)
- choose appropriate NTCET subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
- gain skills for future employment by participating in a week of work experience
- identify goals and plans for improvement
- review and adjust plans to achieve goals.

The Personal Learning Plan will contribute 10 credits towards the NTCET.

How will the Personal Learning Plan be taught?
The Personal Learning Plan is designed to be tailored to the needs of students. Staff will work with students after they have formally completed the subject to encourage students to review and update their goals and plans.

Students going on international exchange will complete the PLP in the semester that they are not on exchange.

Assessment

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio</td>
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<tr>
<td>Work Experience</td>
<td>25%</td>
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<tr>
<td>Interview</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>25%</td>
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Further information can be obtained from Mrs Leslie Tilbrook on 8950 4553.
(Email: leslie.tilbrook@stphilips.nt.edu.au)
VET Courses

Students in Year 10 can undertake a number of VET Courses. These VET courses are taught at Centralian College and give students credits towards their Northern Territory Certificate of Education and Training (NTCET). This is awarded at the end of Year 12.

RETAIL COURSES

Students can complete a number of VET Retail courses. These are done by the students in their own time with support from the VET Coordinator. The courses are Certificates I and II in Retail Service and Certificates I and II in Retail Fast Food.

HOSPITALITY COURSES

Students can complete Hospitality I in Semester 1 or Semester 2. Hospitality II can be done in Semester 2 by students who have successfully completed Hospitality I in Semester 1. Both courses take place on either a Monday or a Tuesday between 3.30pm and 5.30pm for the entire semester. Students will also need to complete some shifts at the Desert Lantern Restaurant.

To express interest in the Hospitality or Retail courses students are asked to email Ms Anderson at kathryn.anderson@portal.stphilips.nt.edu.au. During the first week of Term 4 2014 any interested students will receive an "Expression of Interest" form which must be completed (with a parent signature) and returned to Ms Anderson. Courses begin in Week 2 of each term and so student organisation is essential.

OTHER COURSES

Parents or students in Year 9 who are interested in any of the courses listed below which were offered in 2014 are asked to make an appointment with Ms Anderson by contacting her on 8950 6219 or kathryn.anderson@portal.stphilips.nt.edu.au
Certificate II in Information Technology
Certificate II in Food Processing (Meat Retailing) (Part 1)
Certificate II in Hairdressing
Certificate II in Creative Industries (Media)
Certificate II in Music Industry (Foundations)
Certificate II in Sport & Recreation
Certificate I in Automotive Vocational Preparation
Certificate I in Resources and Infrastructure (Construction)

These courses are run in blocks throughout the year. Final confirmation of all CDU VET in Schools Courses is released in 2015.
Mathematics and English Levels

From the start of Year 10, students are able to choose their level of English and Mathematics. These choices are made at this time to allow the students to gain a better understanding of the general expectations of the different courses in Year 11.

Students attending St Philip’s College can follow one of two pathways in Years 11 and 12. These are the Academic Pathway and the Employment Pathway.

Academic Pathway

The Academic Pathway leads to a Northern Territory Certificate of Education and Training (NTCET) and an Australian Tertiary Admission Rank (ATAR). Students following the Academic Pathway will select their own subjects. They will have a choice of English Studies or English Communications. They will also have a choice of Mathematical Studies or Mathematical Applications.

Employment Pathway

Students following the Employment Pathway will only receive a Northern Territory Certificate of Education and Training (NTCET). The Employment Pathway is for those students who want to get an apprenticeship at the end of Year 12 or undertake a school based apprenticeship in Year 11 and Year 12. They will have regular work placements as part of their normal course of study but will do predetermined subjects over the two years. These students will do English Pathways and Numeracy for Work and Community Life.
Students in Year 10 can choose any English course to study. All students should consider their possible career paths and decide which English subject will best prepare them for Year 11 and Year 12.

ENGLISH AT YEAR 11 AND YEAR 12

At Year 11 there will be three English courses available. These are: English Studies, English Communications and English Pathways. All of these courses are preparation for the corresponding courses in Year 12.

ENGLISH STUDIES

English Studies focuses on the development of English skills, strategies, knowledge and understanding, for a variety of purposes. In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support personal views, and learn to construct logical and convincing arguments.

ENGLISH COMMUNICATIONS

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

ENGLISH PATHWAYS

English Pathways focuses on the development of English skills, and in particular the communication process through reading and composing texts. Students reflect on their personal values and those of other people by responding to different texts. Texts will include novels, newspapers, film, etc.
Students in Year 10 must do one of three subjects. These are Extension English, English or General English.

**EXTENSION ENGLISH**

The course content consists of Text Analysis, Text Production and an Extended Study. Students doing Extension English will usually continue into English Studies in the senior school.

Text Analysis is the analysing of different novels, plays, etc. Students explore a range of texts composed for different purposes. In Text Production the students will produce their own works. They will provide evidence of the extent and quality of their learning by producing texts in written, oral or multimodal form. In the Extended Study students choose a minimum of two texts that are connected by similarity or difference, and write an essay establishing the links between the two by analysing the stylistic devices used by authors.

Students doing Extension English will have the following assessment types: Text Analysis, Text Production, Extended Study and Oral Presentation and Critical Reading. There are a minimum of 4 tasks valued at 20% each and an end of year examination valued at 20%.

**ENGLISH**

The course content consists of Text Analysis, Text Production and an Extended Study – Connected Texts Study. Students doing English will usually continue into English Communications in the senior school.

Text Analysis is the analysing of different novels, plays, etc. Students explore a range of texts composed for different purposes. In Text Production the students will produce their own works. They will provide evidence of the extent and quality of their learning by producing texts in written, oral or multimodal form. In the Extended Study – Connected Texts Study students choose a minimum of two texts that are connected by similarity or difference. It can be written, oral or multi-modal establishing the links between the texts.

Students doing English will have the following assessment types: Text Analysis, Text Production, Extended Study and Oral Presentation. There are a minimum of 4 tasks valued at 20% each and an end of year examination valued at 20% (comprising a Text Production and a Close Reading).

**GENERAL ENGLISH**

The course content consists of Text Analysis and Text Production. Students doing General English will usually continue into English Pathways in the senior school.

Text Analysis is the analysing of different novels, plays, film etc. Students explore a range of texts composed for different purposes. In Text Production the students will produce written, oral or multi-modal texts.

Students doing General English will have a minimum of 5 tasks valued at 20% each covering both Text Analysis and Text Production.

Further information can be obtained from Mrs Vida on 8950 4579.
Subject Pathways – English

Year 9

English

Year 10

Extension English

English

General English

Year 11 Semester 1

English Studies

English Communications

English Pathways

Year 11 Semester 2

English Studies

English Communications

English Pathways

Year 12

English Studies

English Communications

English Pathways

Academic Pathway

Employment Pathway

Result

Northern Territory Certificate of Education and Training (NTCET) & an Australian Tertiary Admission Rank (ATAR)

Key

Main Pathway

Possible Pathway
**MATHEMATICS**

Students in Year 10 can choose any Mathematics course to study. All students should consider their possible career paths and decide which Mathematics subject will best prepare them for Year 11 and Year 12.

**MATHEMATICS AT YEAR 11 AND YEAR 12**

At Year 11 there will be four Mathematics courses available. These are: Numeracy for Work and Community Life, Mathematical Applications, Mathematical Studies and Specialist Mathematics. Of these courses only Mathematical Applications, Mathematical Studies and Specialist Mathematics are considered as preparation for the corresponding courses in Year 12.

**SPECIALIST MATHEMATICS**

Specialist Mathematics is the highest course that students can undertake. Students who do this course must also do Mathematical Studies. The topics covered are Complex Numbers, Polynomials, Vectors, Circle Geometry, Trigonometric and Differential Calculus. This course is for serious Mathematics students and there are usually only four or five students doing this subject each year in Year 12.

**MATHEMATICAL STUDIES**

This subject covers the topics of Statistics, Linear Equations, Matrices, Differential and Integral Calculus. It is designed for students who have a real interest in Mathematics.

**MATHEMATICAL APPLICATIONS**

Mathematical Applications is not designed for students who need to study some level of Mathematics after they leave school. It is more of a practical “hands on” subject. It covers the topics of Matrices, Mathematics and Small Business, the Share Market and Investment and Loans. Students who want to learn Mathematics with an emphasis on practical applications in day to day life should study this subject.

**NUMERACY FOR WORK AND COMMUNITY LIFE**

Numeracy for Work and Community Life is only available at a Year 11 level. This means that students who select this subject will not be allowed to do a Year 12 Mathematics course. It is designed for students who find Mathematics very difficult. The subject is taught using a series of themes such as Mathematics in the Work Place, Mathematics in the Home, etc.
YEAR 10 – MATHEMATICS SUBJECTS

Students in Year 10 must do one of three subjects. These are Extension Mathematics, Mathematics or General Mathematics.

EXTENSION MATHEMATICS

Students who choose Extension Mathematics will study topics such as Surds and Indices, Coordinate Geometry, Non Right Angle Trigonometry, Graphs, Curve Sketching, Polynomials, Functions and Logarithms. This will be an abstract course designed for those students intending to undertake Specialist Mathematics and/or Mathematical Studies in the senior school.

MATHEMATICS

Students who choose Mathematics will study topics such as Equations and Inequalities, Number Plane Geometry, Right Angle and Non Right Angle Trigonometry, Practical Graphs and Earning, Spending, Borrowing and Investing Money. This will be a more practical course designed for those students intending to undertake Mathematical Applications in the senior school.

GENERAL MATHEMATICS

Students who choose General Mathematics will study basic mathematical topics as well as more practical topics such as Earning, Spending, Borrowing and Investing Money, Practical Measurement and Applied Geometry topics. This will be a more practical course designed for those students intending to undertake Numeracy for Work and Community Life in the senior school.

Further information can be obtained from Mr Kimber on 8950 6206.
Subject Pathways – Mathematics

Year 9
- Extension Mathematics
- Mathematics

Year 10
- Extension Mathematics
- Mathematics
- General Mathematics

Year 11 Semester 1
- Mathematical Studies
- Specialist Mathematics
- Mathematical Studies
- Mathematical Applications
- Numeracy for Work and Community Life

Year 11 Semester 2
- Mathematical Studies
- Specialist Mathematics
- Mathematical Studies
- Mathematical Applications
- Numeracy for Work and Community Life

Year 12
- Mathematical Studies
- Specialist Mathematics
- Mathematical Studies
- Mathematical Applications
- Numeracy for Work and Community Life

Academic Pathway
Employment Pathway

Result
- Northern Territory Certificate of Education and Training (NTCET)
- Northern Territory Certificate of Education and Training (NTCET)
- Australian Tertiary Admission Rank (ATAR)

Key
- Main Pathway
- Possible Pathway
NAME: _____________________________

Please number your preferences in order from 1 to 10

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<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
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<td>Applied Technology - Design and Metal Course</td>
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<td>Computing Studies</td>
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<td>Food Technology - International Cuisine</td>
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<td>French (Full Year Subject)</td>
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<td>Japanese (Full Year Course)</td>
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<td>Music (One Semester Only)</td>
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<td>Music and Media</td>
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<td>Visual Arts</td>
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THIS FORM NEEDS TO BE COMPLETED AND RETURNED TO
STUDENT ACCESS BY FRIDAY 22 AUGUST

PLEASE TURN OVER
YEAR 10 SUBJECT SELECTION

ENGLISH and MATHEMATICS

NAME: ________________________________

In Year 10 I wish to study the following Mathematics Subject (please circle one only)

EXTENSION MATHEMATICS  MATHEMATICS  GENERAL MATHEMATICS

In Year 10 I wish to study the following English Subject (please circle one only)

EXTENSION ENGLISH  ENGLISH  GENERAL ENGLISH

Student’s Signature: ________________________________

Parent’s Signature: ________________________________

Date: ________________________________

THIS FORM NEEDS TO BE COMPLETED AND RETURNED TO STUDENT ACCESS BY FRIDAY 22 AUGUST