



DARWIN  
HIGH  
SCHOOL

# Curriculum Handbook 2026





# From the Principal

At Darwin High School we are passionate about learning and empowering each student to achieve their best. This Curriculum Handbook is designed to guide you in your curriculum choices as you move into Year 10 through to Year 12.

It contains information to assist you in making choices which broaden and deepen your educational experience and to map your pathway within and beyond senior secondary school. We aim to cater for the full range of student aspirations whether that be university, further training or employment.

**NTCET completion is our core priority.**

**This Handbook is divided into year levels from Year 10 to Year 12.**

In this handbook there are links to course descriptors for each year level, vocational education information and an outline of the diverse curriculum that enables our students to thrive and achieve.

Darwin High School is committed to:

## Our Vision

Darwin High School will be a leading provider of high quality innovative senior secondary education and will prepare all students to be resilient and respectful global citizens.

## Our Mission

Darwin High School will provide a welcoming and safe learning environment based on mutual respect and empathy. Engaging and challenging learning experiences will be delivered to students through a diverse curriculum and extra-curricular opportunities, enabling them to thrive and achieve.

 <h3>Excellence</h3> <p>Teachers, students and staff foster, strive for and celebrate a culture of excellence and achievement.</p>	 <h3>Future Learning</h3> <p>Promote and support contemporary knowledge and skill development for students and teachers.</p>	 <h3>Wellbeing</h3> <p>Promote a supportive, inclusive and safe environment where everyone feels a sense of belonging and value.</p>
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## Our Values

  
**ACHIEVEMENT**

  
**CREATIVITY**

  
**DIVERSITY**

  
**RESPECT**

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# Decision Making

The first step in making any decisions about your subject choices and possible careers is to understand yourself:

- Who you are
- What you like and do not like
- What you are good at
- Your values.

There are no 'right' or 'wrong' choices; life will take you on a complex journey involving many changes and career decisions. At each step it's all about making the best decision you can at the time, using the best resources available. For times when you aren't sure what to decide, try to choose flexible options. You could also try making a pros and cons list, although keep in mind that not all entries are equal as some mean more to you than others.

The thinking and reflecting process is an ongoing one which we encourage you to engage with fully. The following resources can help you in the important process of getting to know yourself and learning about the world of work and where you might best fit.

**VET for Secondary Students** <https://education.nt.gov.au/support-for-teachers/vetfss> find more information on VET and a list of VET programs available in 2026.

**My Future** <https://myfuture.edu.au> is a comprehensive career information service. It has a career exploration tool and provides job information. It can be particularly useful for putting together job resumes and course applications. You can set up a careers profile and reflect on your skills and values.

**Job Outlook** <https://joboutlook.gov.au> Explore careers that you are interested in learning more about. Discover their future outlook and the types of skills, knowledge and abilities you may need. You can get ideas about what careers you might like to aim for now or in the future.

**Career Bullseyes** <https://myfuture.edu.au/bullseyes> Explore career pathways by selecting a learning area that you enjoy.

**The Australian Apprenticeship Pathways Hub** <https://www.aapathways.com.au> This site provides information, aptitude tests, job descriptions and training pathways for many traditional and non-traditional trade areas.

**MySkills** <https://www.myskills.gov.au> is a database that covers accredited VET training packages across Australia.

**National Careers Institute** <https://nci.dese.gov.au> this is a national website which has up-to-date information on the Job Trainer Fund, workplace shortages, defence recruiting, VET courses and higher education.

**Course Seeker** <https://www.courseseeker.edu.au> gives an overview of most of the higher education courses in Australia. Included are the ATAR range, prerequisite subjects and additional application steps needed to gain access to courses.

**StudyAssist** <https://www.studyassist.gov.au> gives comprehensive information about student loans and financing tertiary education (TAFE/VET and university).

**CompareEd** <https://www.compared.edu.au> ranks institutions and learning areas based on real student exit surveys.

**Jobs Hub** <https://www.dese.gov.au/covid-19/jobs-hub> is an Australian Government website where you can explore available job opportunities.

# Student Support

Throughout your time at Darwin High School you will have access to our dedicated and compassionate Student Support Centre team who can provide advice and support about your curriculum choices.

## Year Level Coordinators

For many students their Year Level Coordinator is the first port of call if they have an issue, either academic or wellbeing. Coordinators advocate for students, give advice and/or refer students to the relevant support people within our Student Support team. Coordinators also monitor student attendance and achievement.

## NTCET Coordinator

Our NTCET Coordinator works with students and parents to provide assistance with NTCET pathways, including information on subject selection for ATAR and other pathways.

## School Counsellors

All of our students have access to counselling services at school. Appointments are made by contacting the relevant Year Level Coordinator. Our counsellors are able to provide advice and support on a wide range of issues for both students and their parents and can provide referrals to other support services off campus.

## Home Liaison Officer

Our Home Liaison Officer is a key contact for students experiencing difficulties affecting their attendance at school. The Home Liaison Officer works with students and families to support school attendance and follows up students who have unexplained and continuing absences.

## Aboriginal Education Officer

Our AEO works with teachers, students and parents to maximise Aboriginal and Torres Strait Islander students' attendance and engagement in school and pathways to further education, training or employment.

## Student Wellbeing Advisor

Our Student Wellbeing Advisor plays a vital role in supporting the social and emotional wellbeing of students by providing guidance, resources, and early intervention strategies. This support helps students manage challenges, build resilience, and stay engaged in their learning.

## Defence Support Mentor

Darwin High School has a Defence Support Mentor to provide support to all defence students and their families during their secondary education at Darwin High. These students and their families can access a range of support services funded by the Department of Defence.

## School Based Police Officer

Our School Based Police Officer is a member of our school community who works to enhance relationships between police and the community through positive interactions with youth.

[Click here for staff contacts for the Student Support Centre darwinhigh.nt.edu.au/staff](https://darwinhigh.nt.edu.au/staff)

## Careers Practitioners

Our Careers Practitioners assist students to make decisions about their future by helping them to find information about courses, employment opportunities, subject selection, resumes and job interview preparations, VET and university applications. Our Careers Centre is located next to the Library.

## International Student Coordinator

Our International Student Coordinator assists international fee paying and exchange students who attend Darwin High School and facilitates international education groups who visit the school. You can find the International Student Coordinator in SIEU on the 2nd floor of A Block.

## Home Language Officers (HLOs)

Our Home Language Officers play a vital role in supporting students within the Secondary Intensive English Unit (SIEU). HLOs are bilingual staff members who communicate with students in their home languages to help bridge the gap between English language learning and subject specific content.

# Northern Territory Certificate of Education and Training (NTCET)

The NTCET is a senior secondary qualification that prepares students for employment and further education and training.

Completion of the NTCET represents a pattern of study, usually done in two stages – Stage 1 (usually Year 11) and Stage 2 (usually Year 12).

**Students must complete 200 credits of study to obtain their NTCET.** Subjects may be 10 credits (equivalent to one semester) or 20 credits (equivalent to two semesters of work).

Subjects are graded A to E at Stage 1 and A+ to E- at Stage 2.

There are a number of compulsory elements that must be satisfied to complete the NTCET and students must achieve a grade in the A, B or C band in all of these. Refer to the NTCET Pathway table on page 7.

	Credits
<b>Stage 1</b>	
Stage 1 Exploring Identities and Futures (EIF, formerly called PLP)	10
Literacy (from a range of English subjects and courses) across two semesters	20
Numeracy (from a range of Mathematics subjects and courses)	10
<b>Stage 1 or 2 (Year 11 or 12)</b>	
Other subjects and courses of the student's choice	Up to 100
<b>Stage 2 (Year 12)</b>	
Stage 2 subjects and courses	60 or more
<b>Total</b>	<b>200</b>

## STUDENTS MUST ACHIEVE AN A, B OR C IN AT LEAST 140 OF THE 200 CREDITS.

Vocational Education and Training (VET) can contribute to the NTCET at Stage 1 and Stage 2 but at present cannot contribute to the Stage 1 EIF, Literacy or Numeracy compulsory elements.

Formal and informal learning completed outside school can also be recognised. For example learning in Community Directed Programs in the following areas: Australian Music Examination Board (AMEB), selected First Aid Courses, Cadets, Dance exams, Royal Life Saving courses and many more.

SACE also recognises Self-Directed Community Learning in the following areas: Community Development, Independent Living, Performance, Recreation Skills and Management, Self-development, Sports Skills and Management, Volunteering, and Work Skills and Career Development. For more information contact the NTCET Coordinator <https://darwinhigh.nt.edu.au/staff>.

# NTCET Pathway

Use the table below to write the subjects you are interested in studying or have completed to create an NTCET pathway and calculate subject credits.

Compulsory	Stage 1 or 2 subjects		Stage 2 (60 credits compulsory)	
10 credits EIF	10 credits	10 credits	10 credits	10 credits
10 credits Literacy	10 credits	10 credits	10 credits	10 credits
10 credits Literacy	10 credits	10 credits	10 credits	10 credits
10 credits Numeracy	10 credits	10 credits	10 credits	10 credits

**STUDENTS MUST ACHIEVE AN A, B OR C IN AT LEAST 140 OF THE 200 CREDITS.**

Post-NTCET pathways include employment and/or further education in the Vocational Education or tertiary education sector.

**FOR UNIVERSITY ENTRY DIRECTLY AFTER YEAR 12 STUDENTS MUST QUALIFY FOR AN AUSTRALIAN TERTIARY ADMISSION RANK (ATAR).**

This requires NTCET completion **AND** study of at least 90 credits of Stage 2 subjects which contribute to an ATAR, not including Community Studies or Community Connections.

# Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a rank given to students on a range from 0 to 99.95. South Australian Tertiary Admissions Centre (SATAC) calculates the ATAR for Northern Territory Certificate of Education and Training (NTCET) students. Tertiary institutions use the ATAR to select students for their courses.

Course selection can be competitive. This happens when courses have more applications than places available to offer. For this reason institutions need a way of ranking applicants for each course.

The ATAR is a fair and transparent tool for comparing the results of students who are applying for the same course but have likely studied different subjects at school. The ATAR shows how you performed in your studies compared to others.

**The ATAR is a rank, not a score.**

To qualify for an ATAR you need a university aggregate. SATAC calculates the university aggregate by combining the scaled scores from your best 90 credits of study from Stage 2 subjects.

To be eligible for a university aggregate you will need to :

- Complete the NTCET
- Follow the rules for precluded combinations
- Follow the rules for counting restrictions
- Complete at least 90 credits in Stage 2 subjects that contribute to an ATAR.

A completed VET Certificate III may be used as one of your ATAR subjects.

Universities also specify pre-requisite and recommended subjects for some of their courses so you may need to consider this in your subject selections.

Most universities also use other criteria when selecting students e.g a personal statement, a questionnaire, a portfolio of work, an audition, an interview or a test.

# Centre for Excellence (C4E) Program

Darwin High School's Centre for Excellence (C4E) program offers a high-level Mathematics and Science subject pathway for academically able students with a passion for STEM and an interest in high level math and science subjects. Designed for students who are curious, motivated, and high-achieving in these fields, the C4E program supports those aspiring to careers in areas such as engineering (including chemical and mechanical), biotechnology, forensic science, mathematics, and medicine.

The C4E program provides enriched and accelerated learning experiences that go well beyond the standard curriculum, equipping students with the skills, knowledge, and exposure needed to thrive in future STEM pathways.

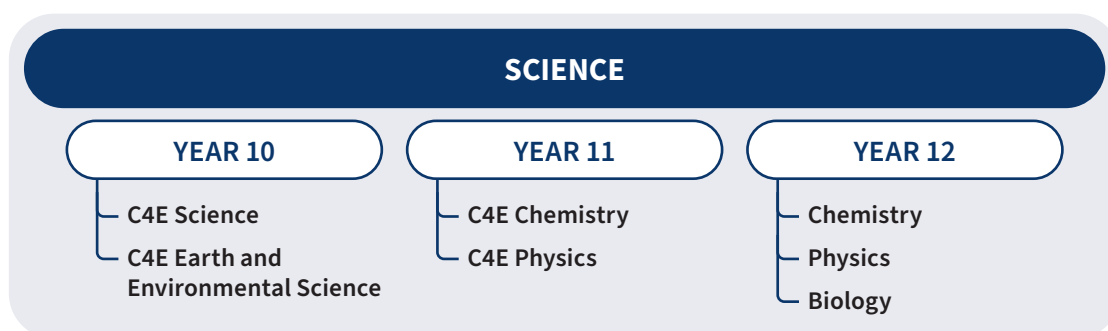
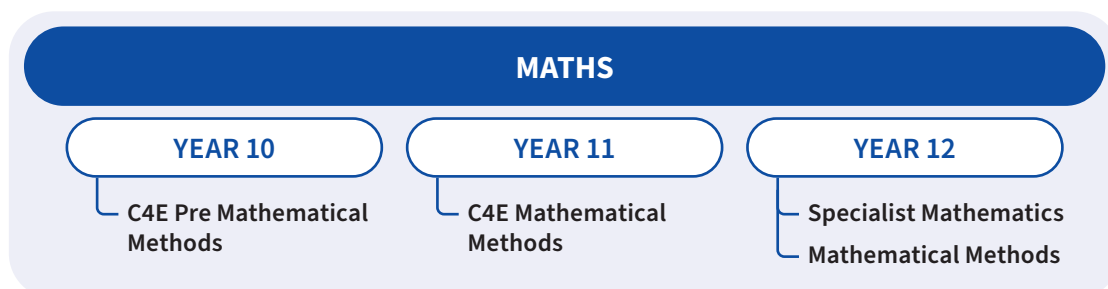
Students in the program benefit from:

- Specialised learning opportunities through guest lectures by industry professionals and university experts.
- Priority access to excursions and enrichment activities, including local and national science fairs and university summer schools.
- Participation in a wide range of academic competitions, including local, national, and international Science and Mathematics contests.

Entry into the C4E program is selective and determined through a \$10 selection test. Year 9 students can apply for a limited number of places and are required to complete placement testing in general abilities, Mathematics, and Science.

For more information visit [darwinhigh.nt.edu.au/centre-for-excellence](http://darwinhigh.nt.edu.au/centre-for-excellence).

Students who apply for C4E but are not successful may be offered a place in our special entry Girls-Only Science or Mathematics class.



# Students of High Performance (SOHP) - English

Darwin High School offers a selective Students of High Performance (SOHP) English program for students with a strong interest in English literature and a commitment to academic excellence.

The program provides a high-level English pathway, helping students develop advanced skills in reading, writing, and critical analysis. In addition to the standard curriculum, students are offered enriched learning experiences that challenge them to extend their abilities and deepen their engagement with English in preparation for English Literary Studies in Year 11 and Year 12.

To be eligible for the SOHP program, students must be in Year 9, demonstrate motivation, a strong work ethic, and consistently achieve a B grade or higher in English. Ongoing participation in the program requires students to maintain a high standard of academic performance.

Entry into the SOHP program is competitive and determined through a \$10 selection test. For more information, visit [darwinhigh.nt.edu.au/students-of-high-performance](http://darwinhigh.nt.edu.au/students-of-high-performance).

Students who apply but are not successful may be offered a place in one of our special entry Girls-Only or Boys-Only English classes, which also support the development of strong literacy skills in a focused learning environment.



# Centre for Skills and Training

The Centre for Skills and Training supports students who want to fast track their career in trade and skill-based employment by using VET (Vocational Education and Training) in schools and/or work/school based apprenticeship or traineeship to complete their NTCET (Northern Territory Certificate of Education and Training).

**Students who enter the program in Year 10 will need to have applied for VETiS (Vocational Education and Training in Schools) in Year 9 through their current school.**

The Centre for Skills and Training supports students in Year 10 through to Year 12 to complete compulsory school-based subjects while working or attending VET courses and provides a flexible timetable to allow for multiple days at work or VET.

Students in the Centre for Skills and Training program do not undertake school-based electives as they are engaged in VET or work. Students will work to complete compulsory subjects, including Stage 1 Essential Mathematics, English, Exploring Identities and Futures and Workplace Practices.

## Vocational Education and Training (VET)

**Vocational Education and Training (VET) provides students with the opportunity to acquire workplace skills and knowledge through nationally recognised qualifications from industry-developed training packages or accredited courses while still at school.**

VET courses are nationally accredited training courses that give students real world and work-based skills in particular industry areas. Not all VET courses are based on trades some are based on skills such as retail, cookery and the arts. VET courses are available to students from years 9-12.

All VET courses can give students credits towards their NTCET. To learn the maximum number of credits you may obtain from a VET course you can search this up via the VET recognition register: [www.sace.sa.edu.au/web/vet/vet-recognition-search?areaTitle=Hospitality](http://www.sace.sa.edu.au/web/vet/vet-recognition-search?areaTitle=Hospitality).

To find out what the VET offerings are available for the Darwin region in 2026 please use the following website: [www.yourcareer.gov.au/learn-and-train/courses](http://www.yourcareer.gov.au/learn-and-train/courses).

Our school advertises upcoming VET via Compass news feed so please check it regularly.

For more information email [dhs.vet@education.nt.gov.au](mailto:dhs.vet@education.nt.gov.au).

## School Based Apprenticeships and Traineeships (SBAT)

**School based apprenticeships and traineeships are available to students who want to complete school and kick start their career journey in a particular trade or skill-based field.**

SBATs combine school studies, paid work, and nationally accredited VET training, offering both hands-on and theory-based learning.

To be eligible, students must be at least 15 years old and able to attend a minimum of 48 days per year of paid work. Positions can be found via [GTNT's website](#) or [AANT JobReady](#), or you can source your own employer.

## School Based Apprenticeships and Traineeships - How to apply

- Secure an apprenticeship or traineeship.
- Contact [dhs.careers@education.nt.gov.au](mailto:dhs.careers@education.nt.gov.au) for an SBAT notification form.
- Meet with the Careers Advisor to discuss NTCET/ATAR implications.
- Complete the evidence of endorsement form (sent to your employer by the VET Coordinator).
- Employer registers with the ASN Apprenticeship Support Network and works with GTNT to develop a training plan, endorsed by the school.
- The process can take up to 6 weeks, but students may start earlier once work days are confirmed.
- Careers Practitioners are available to support SBAT applications.

### More information

Centre for Skills and Training: [darwinhigh.nt.edu.au/centre-for-skills-and-training](http://darwinhigh.nt.edu.au/centre-for-skills-and-training)

Careers Centre contacts: [darwinhigh.nt.edu.au/student-life/careers-centre](http://darwinhigh.nt.edu.au/student-life/careers-centre).



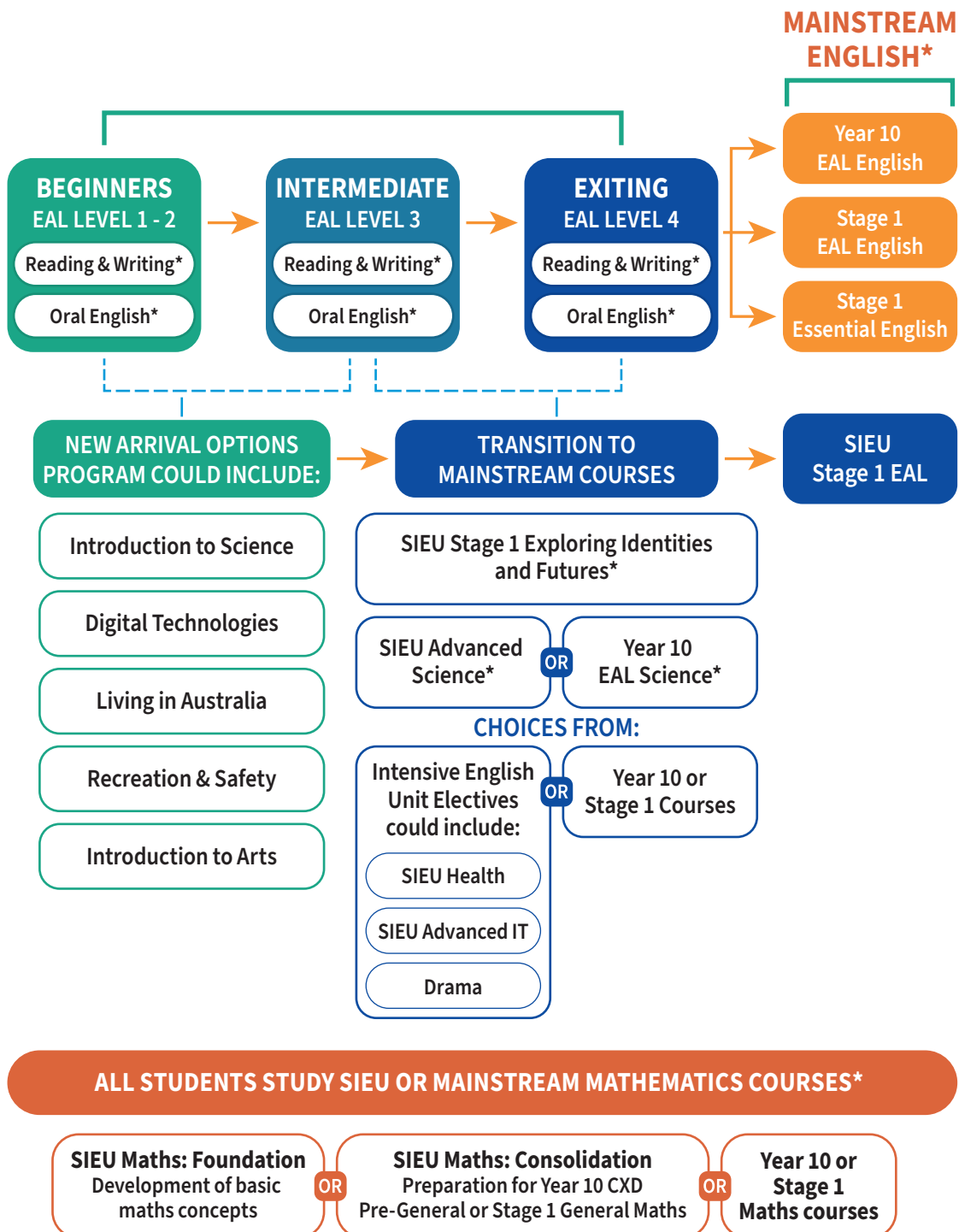


# Secondary Intensive English Unit (SIEU)

The Secondary Intensive English Unit (SIEU) supports senior secondary students who have recently arrived in Australia and are from English as an Additional Language/Dialect (EALD) background or who come from communities where Standard Australian English is not widely used.

Students enrolled in the SIEU are from 15 years of age and have been assessed as requiring intensive English language instruction. The programs teach English language skills in reading, writing, speaking and listening to prepare students for study in mainstream Australian classrooms.

For more information visit [darwinhigh.nt.edu.au/curriculum/intensive-english](http://darwinhigh.nt.edu.au/curriculum/intensive-english)



\*Compulsory courses. Please note that students need to complete 2 semesters of Stage 1 English and 1 semester of Stage 1 Mathematics.

# Choosing A Year 10 Program

At Darwin High School we see Year 10 as an important foundation time from Middle School to Senior School Education. Students are encouraged to begin to take more control over their learning as they progress towards adulthood.

Year 10 students study the Australian Curriculum and SACE Stage 1 courses. Their program is made up of four compulsory and two elective subjects each semester.

## Example Year 10 Program

Semester	Compulsory Subjects			Elective Subjects		
<b>Semester 1</b>	English or EAL	Mathematics	Science	Stage 1 Exploring Identities and Futures or History *1	Elective 1	Elective 2
<b>Semester 2</b>	English or EAL	Mathematics	Science		Elective 1	Elective 2

\*1 Year 10 students must study EIF and History during Year 10. Both are one semester courses.

Subjects studied for Year 10 include: English, Mathematics, Science and either Stage 1 Exploring Identities and Futures (EIF) or History and two elective subjects from the school's wide range of elective subjects each semester.

### Social and Emotional Learning (SEL)

SEL is Darwin High School's wellbeing program and provides a safe environment for students to give and receive support under the guidance of a member of staff.

### Stage 1 Exploring Identities and Futures (EIF)

Stage 1 EIF is a compulsory subject in the NTCET and normally undertaken at Year 10. The EIF helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12 whilst allowing them to identify their capabilities and ways to develop them. Students must achieve a C grade or better to successfully complete the subject and their NTCET.

### Elective Subjects

Students will be required to study two electives each semester for their Year 10 program.

View the full range of Year 10 elective subjects by clicking on the link below [darwinhigh.nt.edu.au/subjects/?level=year%2010%20subjects](http://darwinhigh.nt.edu.au/subjects/?level=year%2010%20subjects)

Some Stage 1 subjects are also open to Year 10 students. Year Level Coordinators and Careers Practitioners will support students to make informed pathway choices.

# Choosing A Year 11 Program

Year 11 students study six subjects each semester from the SACE Curriculum. Year 11 subjects in the SACE Curriculum are called Stage 1. English is a compulsory subject for both semesters and Mathematics for one semester. Students who complete Mathematics in Semester 1 have the option to select Mathematics in Semester 2 as one of their free choice subjects.

It is important students select subjects that give them the best opportunity to achieve success.

## Example Year 11 Program

Semester	Compulsory Subjects		Elective Subjects			
Semester 1	English	Mathematics *2	Free choice 1	Free choice 2	Free choice 3	Free choice 4
Semester 2	English	Free choice 1	Free choice 2	Free choice 3	Free choice 4	Free choice 5

\*2 Year 11 students must satisfactorily complete 1 semester of Mathematics in either Semester 1 or Semester 2.

Selecting appropriate subjects can be a challenging task but there are ways to make the choices easier. In Year 10 students map out their NTCET pathway in their Stage 1 EIF class. Students who have not completed EIF or are still unsure as to what career they would like to pursue after school should seek advice and support from the Careers Practitioners. It is also recommended that students discuss subject selection with their parents, teachers and Year Level Coordinator before making final decisions.

Students will be required to study nine free choice subjects for their program. For more information about which free choice subjects can be chosen from the Year 11 subjects visit [darwinhigh.nt.edu.au/subjects/?level=year%2011%20subjects](http://darwinhigh.nt.edu.au/subjects/?level=year%2011%20subjects).

Some Stage 2 subjects are also open to Year 11 students. Year Level Coordinators and Careers Practitioners will support students to make informed pathway choices.

By the end of Year 11 students should aim to have at least 100 credits before they commence Year 12. This will enable maximum choice and flexibility and a greater chance of completing the NTCET in the following year.

# Choosing A Year 12 Program

**In Year 12 students will gain the remainder of the 200 credits they need to complete their NTCET.**

Choosing Stage 2 subjects will be a similar process to choosing subjects in Stage 1 (usually Year 11).

Students may find it easier to select their Stage 2 subjects because they have already established the pathway they want to take in line with their interests and goals in Year 11.

In Stage 2 (usually Year 12) most students reduce the number of subjects to five subjects to create a manageable schedule that provides the credits they need. Students are expected to enrol in a minimum of four subjects in Year 12. All students are encouraged to discuss with their teachers, Year Level Coordinator, NTCET Coordinator and or Careers Practitioner which subjects are best for them and will enable maximum choice and flexibility for life after school.

A Year 12 program is made up of four to five subjects depending on the student's chosen pathway. Most Stage 2 subjects run for the whole year and most contribute 20 credit points towards the Northern Territory Certificate of Education and Training.

Students and families are strongly encouraged to connect with Careers Practitioners and/or NTCET Coordinator to get advice on subject selection for Year 12.

For more information about Stage 2 subjects visit [darwinhigh.nt.edu.au/subjects/?level=year%2012%20subjects](http://darwinhigh.nt.edu.au/subjects/?level=year%2012%20subjects)



# Make an Informed Decision

This guide has been developed to give you an overview of the subjects available at Darwin High School and the possible pathways that can be taken from Year 10 through to Year 12.

We promote and support our students to be proactive in their subject selection through our Student Support team and encourage them to research any tertiary entry requirements and Year 11 and 12 pre-requisites/entry recommendations to ensure they are able to reach their full potential.

## Subject Selection Process

1. Students and parents are invited to view the full range of subjects available by [clicking here](#) and selecting the relevant Year Level.
2. Students can also make an appointment to meet with Careers Practitioners to discuss their selections. Parents are welcome to attend these appointments.
3. Students need to select their subjects online. Information about how to access the online subject selection will be emailed to students and parents prior to subject selections opening.

Please note that subject clashes may occasionally occur when building the timetable and unfortunately not all students can have all of their first preference subject choices accommodated. Pay particular attention to subject selection open and due dates.

To help you in your decision making we use the following key to highlight information you may need to consider when choosing a subject. If you have any questions about any of these please speak to our Student Support team. If you have subject specific questions please contact the Faculty Senior for that subject area. <https://darwinhigh.nt.edu.au/staff>

## Subject fees

In many subjects there may be excursions, additional resources and in-school events to enrich the curriculum content which may incur an additional cost. The subject teacher will advise parents/carers and students in writing if this is the case.

- Non-ATAR**  
These subjects do not contribute to your ATAR. If you have any questions about how your subjects contribute to your ATAR please speak to our Careers Practitioners or the NTCET Coordinator.
- Select Entry**  
Entry to these subjects is managed through a selection process (e.g. Centre for Excellence and SOHP). For more information about applying for these subjects please contact the Faculty Senior.
- Prior learning recommended**  
It is highly recommended that you have prior learning relevant to this subject when selecting this subject. For more information contact the Faculty Senior.
- Credit counting restrictions apply**  
Indicates a subject where only a limited number of credits can count.
- Stage 2 10 credit course**  
Indicates a Stage 2 subject that only contributes 10 credits to NTCET and ATAR.
- Study Once Only**  
Indicates a subject students are only able to select for either Semester 1 or 2 not both.
- Subjects with Part 1 and 2 available**  
This subject offers a Part 1 and Part 2 each Semester. For more information contact the Faculty Senior.
- Early intake options**  
Indicates Stage 1 subjects open to Year 10 students and Stage 2 subjects open to Year 11.



# Arts



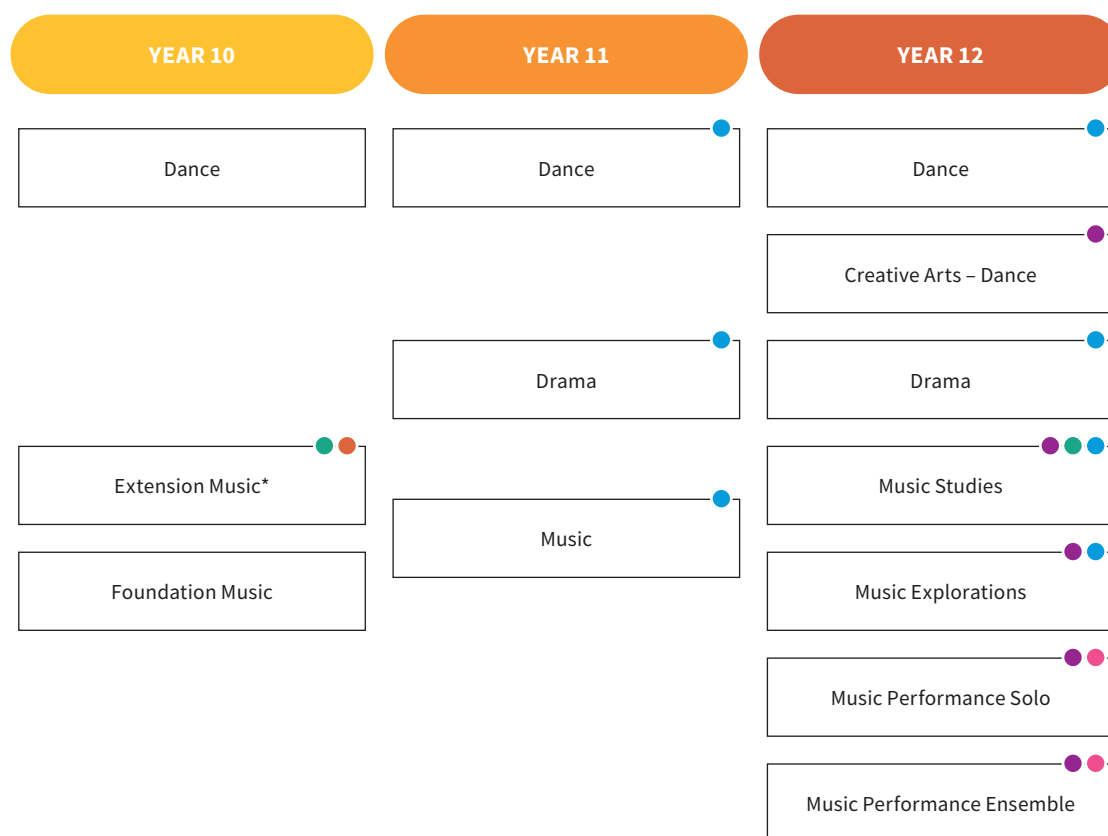
# Arts

The Darwin High School Arts Faculty is comprised of two main areas – Performing Arts and Visual Arts. The key focus for subjects in the Arts Faculty are creative and expressive thinking, experimentation and technical development.

All Stage 2 Arts courses are ATAR eligible with additional offerings in Year 12 to support students who wish to enrol in multiple courses. This allows students to both pursue their passion and also prepare for tertiary studies pathways. Subject teachers are able to advise how to appropriately select courses that may be required for necessary skill development and/or folio preparation.

To enhance the Arts Faculty curriculum offerings a range of co-curricular activities are linked to Arts Faculty subjects in the Performing Arts. For more information about the availability of these opportunities, visit <https://darwinhigh.nt.edu.au/student-life/the-arts>

## Performing Arts



### Key

- Credit counting restrictions apply
- Stage 2 10 credit course
- Prior learning recommended

- Students may only select this subject for Semester 1 or 2, not both.

- Stage 1 subject open to Year 10 students/Stage 2 subject open to Year 11 students

\* Year 10 course with 10 Stage 1 credit points.



## Visual Arts

YEAR 10	YEAR 11	YEAR 12
Art Practical	Visual Arts: Art Practical	Art Practical
Design	Visual Arts: Design	Design
Photography	Visual Arts: Photography	Photography
	Creative Arts: Film	Film
Ceramics		

### Key

- Credit counting restrictions apply
- Study once only

- Stage 1 subject open to Year 10 students/Stage 2 subject open to Year 11 students



Top left: Natasha Lee - Arts Practical Year 12  
Bottom left: Sidney Harris - Photography Year 12

Top right: Lily Carnall - Design Year 12  
Bottom right: Claudia Wyles - Film Year 12



# Business, Enterprise and Technology



# Business, Enterprise and Technology

Business, Enterprise and Technology encompasses a wide variety of subjects including Accounting, Commerce, Business Innovation, Robotic and Electronic Systems, Innovation and 3D Printing, Architectural Design, Digital Technologies, Computer Apps, Woodwork and Metalwork. The faculty offers two main pathways – Business and IT/Tech Studies.

## Business Pathways

YEAR 10	YEAR 11	YEAR 12
Commerce	Business Innovation	Business Innovation
Business Today	Accounting	Accounting

## IT/Tech Studies

YEAR 10	YEAR 11	YEAR 12
Computer App Development	Digital Technologies	Digital Technologies
Computing	Computer Apps	Computer Apps
Robotic and Electronic Systems	Robotic And Electronic Systems	Robotic And Electronic Systems
Woodwork	Innovation and 3D Printing	Innovation and 3D Printing
Metalwork	Architectural Design	Architectural Design
	Material Solutions – Woodwork	Material Solutions – Metal and Wood
	Material Solutions – Metalwork	

### Key

- Credit counting restrictions apply
- Study once only
- Prior learning recommended
- Stage 1 subject open to Year 10 students/Stage 2 subject open to Year 11 students



# Cross Disciplinary



# Cross Disciplinary

Community Studies, Community Connections and Workplace Practices offer students the opportunity to work independently across various disciplines in an area of their interest.

## Community Studies

Community Studies is a flexible individual project-based subject where students plan, organise and carry out a project of their choosing from one of the following areas:

1. Arts and the Community
2. Communication and the Community
3. Food and the Community
4. Health, Recreation and the Community
5. Science, Technology and the Community
6. Work and the Community

The project must consist of 120 hours work in total from initial planning to completion.

Initially students complete a Contract of Work outlining their project and the steps they will take to achieve their goal. During the project, students are expected to develop literacy, numeracy and one other SACE capability and interact with a mentor who will provide feedback on the project.

On completion of the project, students are required to present their project to an audience usually consisting of the teacher and mentor and write a reflection of their learning.

## Community Connections

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

There are four Community Connections options:

1. Humanities and Social Sciences Connections
2. Interdisciplinary Connections
3. Practical Connections
4. STEM\* Connections

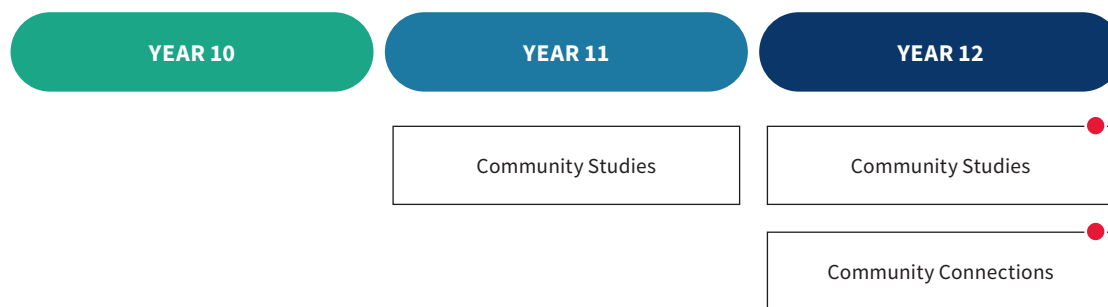
\*Science, Technology, Engineering and Mathematics

Students may undertake more than one Community Connections subject, but only one enrolment of each subject.

**PLEASE NOTE Community Studies and Community Connections do not contribute to an ATAR.**



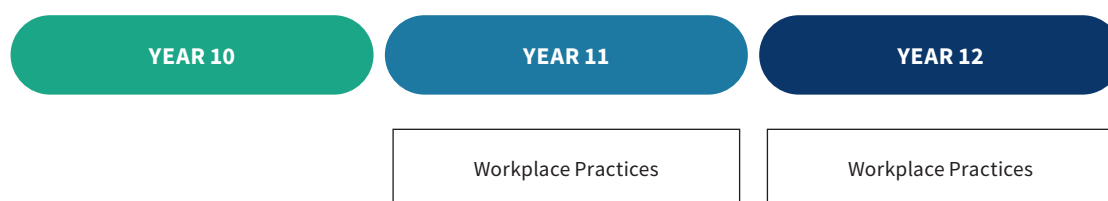
## Community Connections



## Workplace Practices

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.

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).



This subject requires the student to conduct VET, School Based Apprenticeships, part-time work or community/volunteer work.

### Key

- Non-ATAR



# English and Humanities



# English and Humanities

Darwin High School offers a dynamic range of English and Humanities courses across all year levels.

English courses allow students to develop and achieve success in their written, verbal, and multimodal literacy skills.

English is a compulsory course for all students in Year 10 who are not placed in one of our three specialist programs – English Literacy; English as an Additional Language (EAL) and Students of High Performance (SOHP) English.

English is a compulsory course for all Year 11 students in Semester 1 and Semester 2. To achieve the NTCEET it is necessary to complete 20 credits at C or better in English in either Stage 1 or Stage 2.

Darwin High School offers a diverse and challenging range of Humanities subjects that allow students to develop essential critical thinking, research and evidence-based analytical skills to make them well-informed, culturally aware, empathetic and curious global citizens.

History is a compulsory course for all Year 10 students and must be studied in either Semester 1 or 2.

## English Pathways

YEAR 10	YEAR 11	YEAR 12
English Literacy	Essential English	Essential English
English	English	English
English as an Additional Language	English as an Additional Language	English as an Additional Language
SOHP English	English Literary Studies	English Literary Studies
English - Boys' class		
English - Girls' class		

### Key

- Select entry



## Humanities Pathways

YEAR 10	YEAR 11	YEAR 12
Aboriginal Studies	Aboriginal Studies	Aboriginal Studies
Gender Studies	Ancient Studies	Ancient Studies
Geography	Geography	Geography
History	Legal Studies	Legal Studies
Legal Studies	Media Studies	Media Studies
Media Studies	Modern History	Modern History
	Politics, Power and People	Politics, Power and People
	Society and Culture	Society and Culture
	Women's Studies	Women's Studies

## Activating Identities and Futures

Activating Identities and Futures allows students to work independently on a project of their choice making it highly relevant to their own interests. It requires creativity and initiative and develops a student's ability to conduct research and analysis. This is a 10 credit Stage 2 course. AIF does contribute to an ATAR and Year 12 students are not able to access this subject in Semester 2 of their final year of schooling.

YEAR 10	YEAR 11	YEAR 12
Activating Identities and Futures (Semester 2 only)	Activating Identities and Futures	Activating Identities and Futures (Semester 1 only)

AIF is a 10 credit subject across all year levels and available at any year level. Year 12 students are not able to access this in Semester 2 of their final year of schooling.

### Key

- Stage 2 10 credit course



# Food Technology



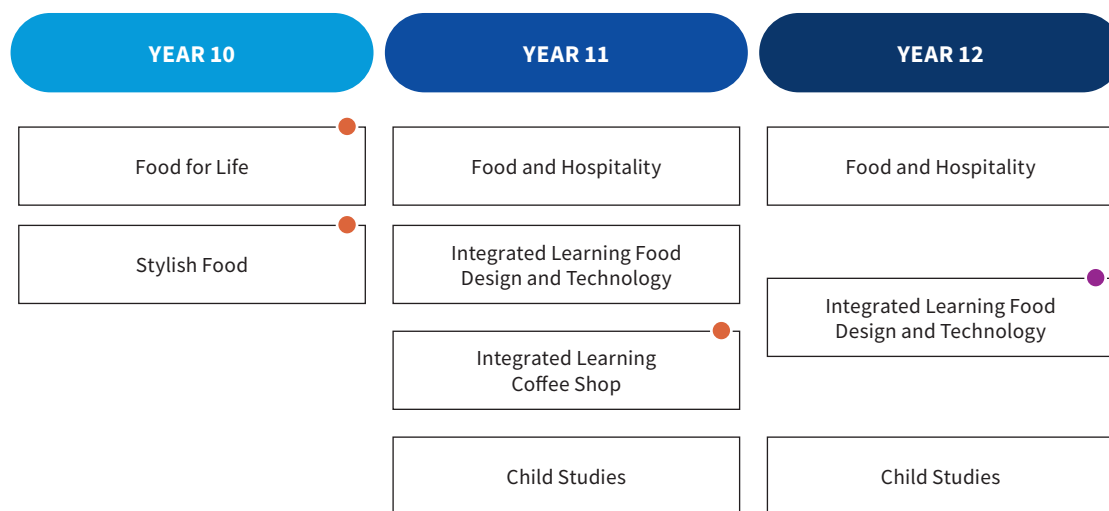
# Food Technology

Students learn how to plan and prepare food, establish knowledge related to hygiene and methods of cookery as well as diet and nutrition.

Food Technology courses have a focus on the following areas:

- Food in the hospitality setting
- Barista skills and café food and service
- Food design and technology
- Child studies and children’s development.

Learning occurs through theory and practical mediums providing students with opportunities to learn in a context relevant to food and children for personal, community, hospitality, care and educational settings.



## Key

- Credit counting restrictions apply
- Study once only



# Languages

# Languages

At Darwin High School everyone can learn a language.

Learning a language can help you access opportunities including:

- Earning bonus points for university scholarship opportunities
- Enhancing your employment prospects
- Participating in overseas study tours and study abroad programs
- Hosting an exchange student or teacher
- Enhancing your enjoyment of literature, film and music
- Improving your English literacy skills
- Participating in competitions.

We offer an extensive range of language and culture courses. Stage 1 language courses are open for subject selection to all Year 10 and Year 11 students.

**Beginner courses:** Language subjects at beginners level are designed for senior secondary students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of one or more languages at Stage 1. It is intended that students will study the language for 2 consecutive years (at Stage 1 and Stage 2). **If students do not choose a beginner language course in semester 1, they cannot choose it in semester 2 unless they have already done a semester elsewhere.**

[Eligibility for enrolment — languages at Beginners level South Australian Certificate of Education](#)

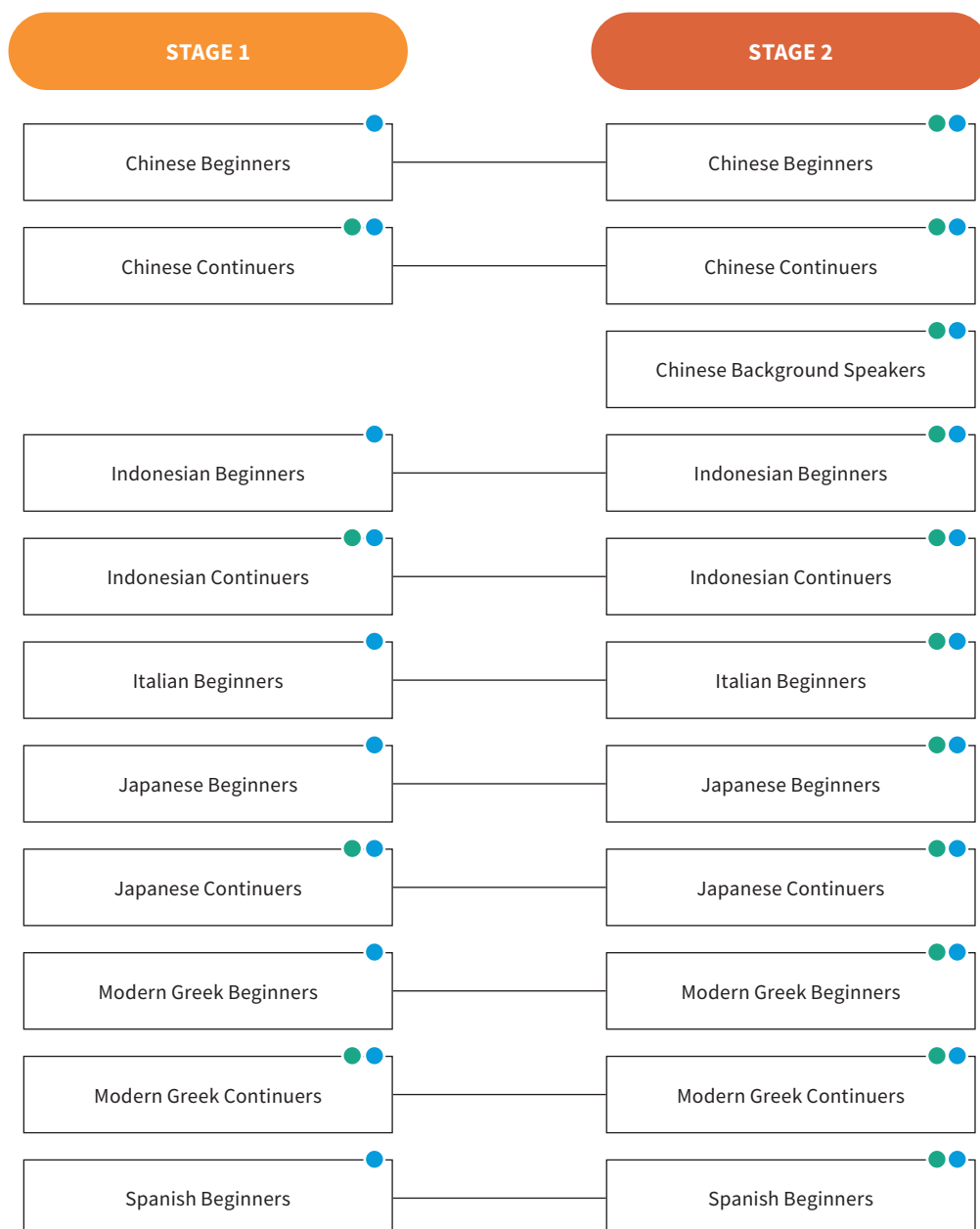
**Continuer courses:** Chinese, Indonesian, Japanese, and Modern Greek language subjects at continuers level are designed for students who wish to study one or more of these languages as a second language. Students, typically, will have studied the language at middle school level in a school in Australia. Such students will have studied the language for 300 to 400 hours by the time they have completed Stage 1, and 400 to 500 hours by the time they have completed Stage 2.

[Eligibility for enrolment — languages at Continuers level South Australian Certificate of Education](#)

**Background speaker courses:** for students who have attended a school for more than one year in a country where the language is spoken and speak the language at home.







**Key**

- Prior learning recommended
- Stage 1 subject open to Year 10 students/Stage 2 subject open to Year 11 students



# Mathematics



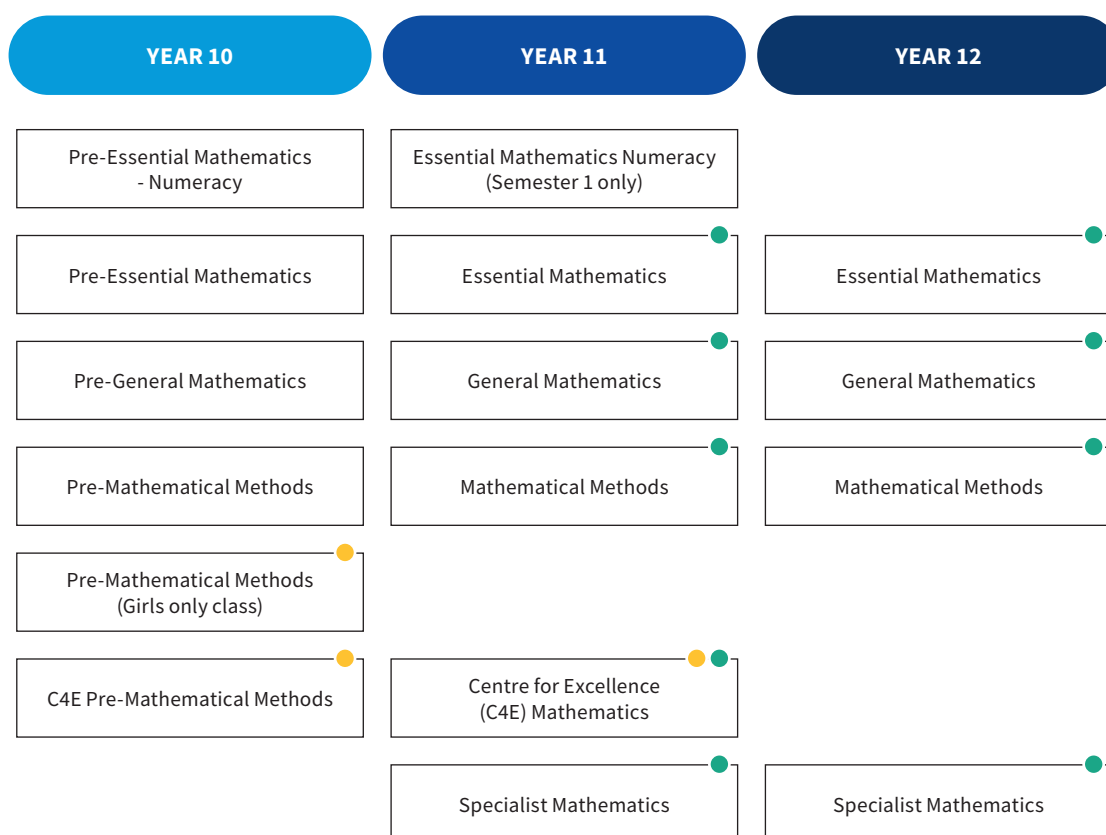
# Mathematics

Mathematics equips students with the knowledge and problem-solving skills required for university courses, careers in trades and vocational pathways.

A problem-based approach is integral to the development of mathematical skill and associated key ideas. The four major strands of mathematics on offer at DHS are:

- **Essential Mathematics** is designed to develop and extend students' mathematical skills in readiness for a career in a range of trades or vocational pathways. A derivative of this course, Numeracy, is designed for those students who are seeking to meet the SACE numeracy requirement. Essential Mathematics Numeracy is a completion course and only available in Semester 1.
- **General Mathematics** will develop practical problem-solving skills in a range of applications of mathematics in readiness for tertiary courses which require non-specialised mathematics such as architecture and nursing.
- **Mathematical Methods** will prepare students for courses and careers in a range of areas such as computer science, and areas of health and social sciences, which may involve the use of statistics.
- **Specialist Mathematics** must be taken in conjunction with Mathematical Methods and is designed for students with a strong interest and aptitude for high level mathematics, leading to careers in areas such as engineering and mathematical sciences.

Mathematics is a compulsory subject for all Year 10 students in Semester 1 and Semester 2. Year 11 students must satisfactorily complete one semester of mathematics in either Semester 1 or Semester 2. It is strongly recommended that students wishing to progress into Stage 2 Essential/General/Methods/Specialist Mathematics have achieved a minimum of a C grade in all four of their Summative Assessments tasks in Stage 1 Essential/General/Methods/Specialist Mathematics.



## Key

- Select entry
- Prior learning recommended



# Physical Education, Health and Wellbeing

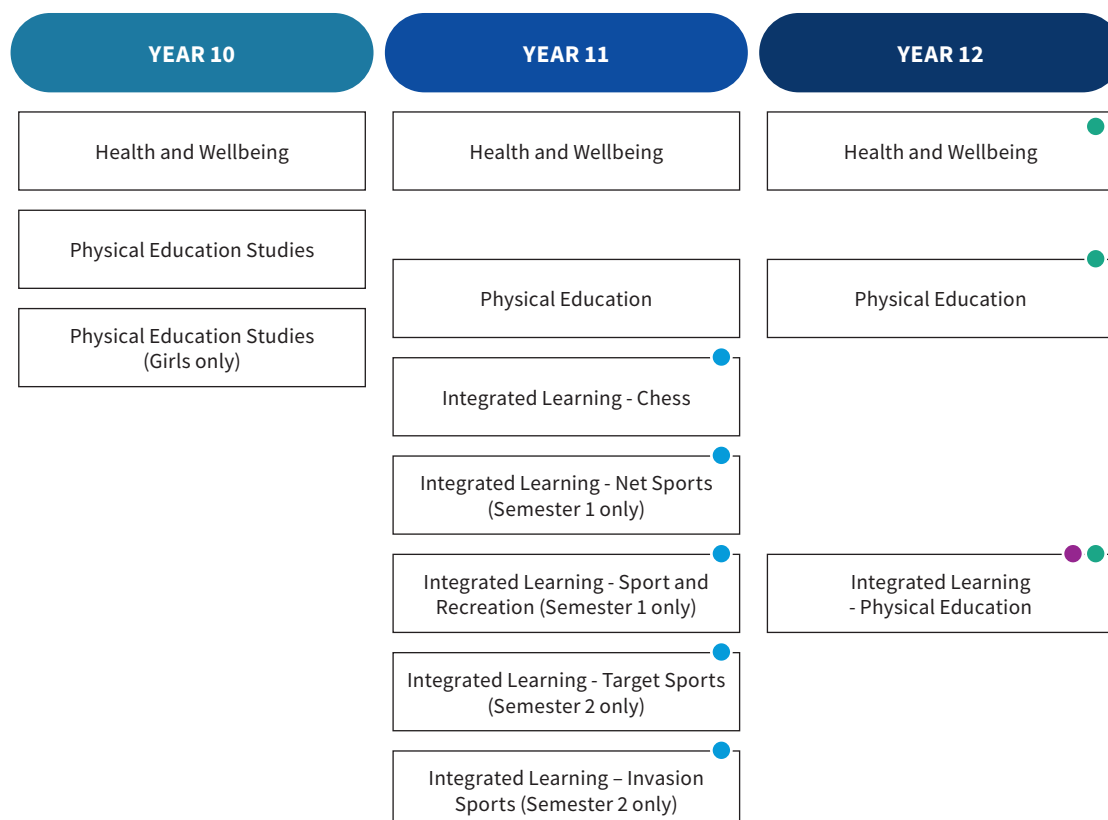


# Physical Education, Health and Wellbeing

Students explore a range of physical activities in the context of sport, fitness, health and wellbeing.

Most courses offer practical experiences where students explore their own physical capabilities, through engaging in team sports, games and physical exercise. Theory involves investigating the influencing factors on their participation and performance as well as analysis of biomechanics and researching contemporary issues relating to health and wellbeing.

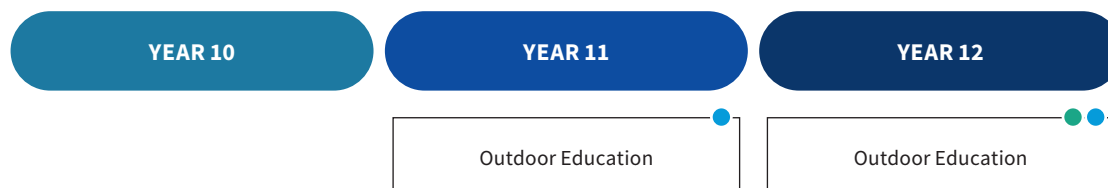
## Physical Education pathways



## Outdoor Education

Students explore their relationship with natural environments through outdoor activities and at least one extended outdoor journey. Students develop practical skills in outdoor activities, leadership, teamwork, risk management and minimum impact practices. Conservation of and human interactions with natural environments are a focus for theory lessons.

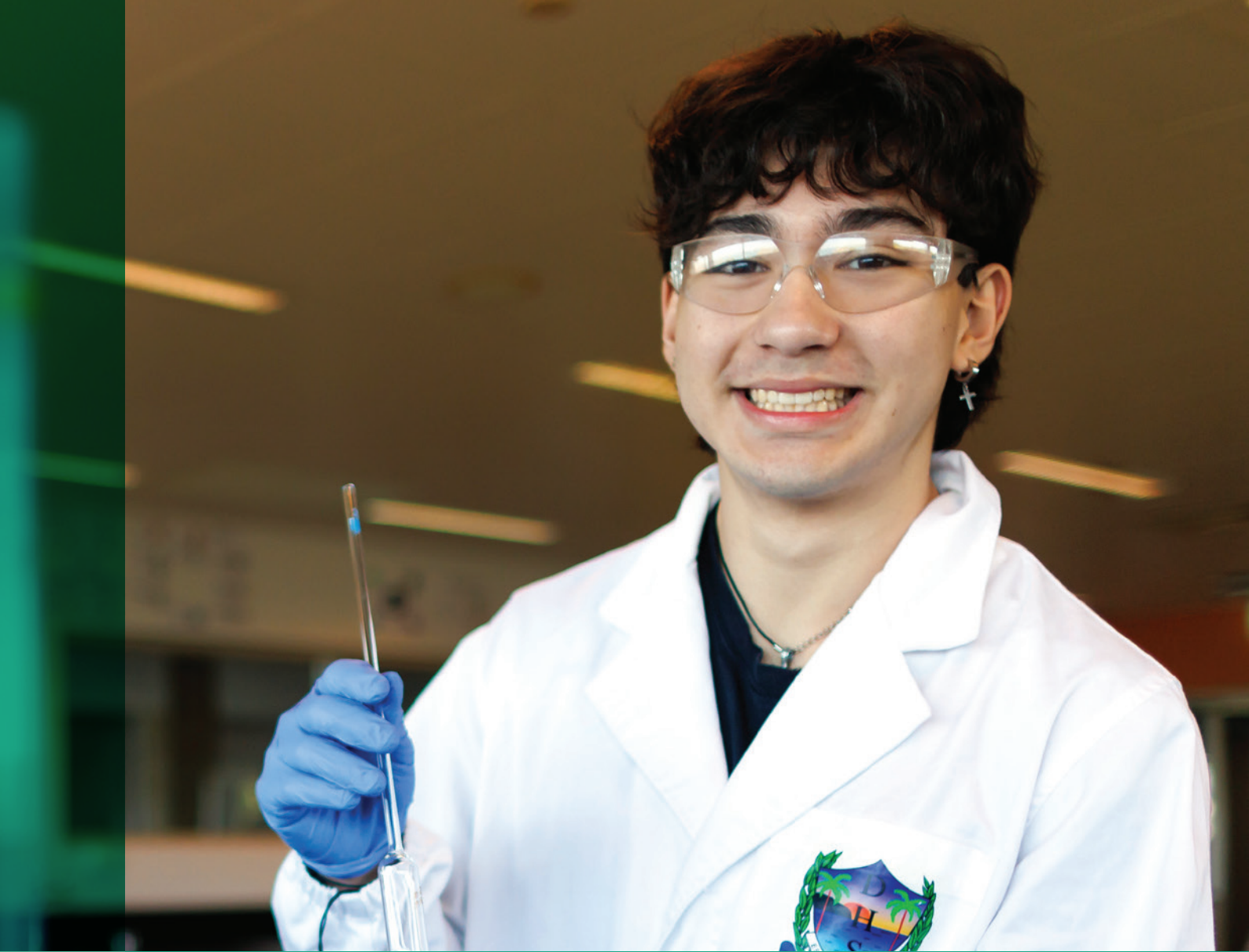
## Outdoor Education pathway



Due to the number of camps that impact on time out of school it is recommended that students complete Outdoor Education in Year 10 and 11 to minimise disruption to other subjects and classes in Year 12.

### Key

- Credit counting restrictions apply
- Prior learning recommended
- Stage 1 subject open to Year 10 students/Stage 2 subject open to Year 11 students



# Sciences



# Sciences

The study of science allows students to build a body of knowledge that will enable them to better understand the biological and physical world, and to anticipate the impacts of scientific endeavours on society and the environment. Fundamental to scientific understanding is the development of skills that focus on using evidence to make decisions.

Science courses are often pre-requisite or highly recommended subjects for VET and university courses and it is important to check this before making subject selections.

Science is a compulsory subject for all Year 10 students in Semester 1 and Semester 2 and in Year 11 for students wishing to study a Science in Year 12.

YEAR 10	YEAR 11	YEAR 12
Science	Biology	Biology
Girls Science	Chemistry	Chemistry
EAL Science	Nutrition	Nutrition
	Physics	Physics
	Psychology	Psychology
Scientific Studies - Human Biology (Semester 2 only)	Scientific Studies - Human Biology	Scientific Studies - Human Biology
Centre for Excellence (C4E) Science*	C4E Chemistry	
Earth and Environmental Science (Semester 2 only)	C4E Physics	

## Key

- Select entry
- Stage 1 subject open to Year 10 students/Stage 2 subject open to Year 11 students
- Prior learning recommended

\* Year 10 C4E Semester 1 subject converts to Earth and Environmental Science in Semester 2.







Parents are invited to contact Darwin High School for additional information or to arrange an appointment.

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