



DARWIN
HIGH SCHOOL

Curriculum Handbook 2027



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 7 through to Year 11 (Stage 1) and Year 12 (Stage 2).

It contains information to assist you in making choices which broaden and deepen your educational experience and to map your pathway within and beyond 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.

Darwin High School is committed to:

Individuals that thrive and feel connected through opportunities that develop their strengths, confidence and capabilities to positively influence their school and wider community.

To inspire and empower every learner, by providing an inclusive high-quality education that prioritises resilience, wellbeing and academic excellence.

NTCET Pathways

Strengthen connections to real employment through expanded VET opportunities, industry partnerships, work experience and career-focused programs that equip students with relevant skills and qualifications.

Engaged for Success/ Connected to Learning/Every Day, Every Opportunity

Strengthen attendance and engagement by partnering with parents and carers as a school community, supporting students to make the most of every learning opportunity and achieve their potential.

Explicit Teaching

Ensure students know what they are learning, what success looks like and how they can improve, through clear teaching, high expectations and meaningful feedback.

Our Values



Respect: Valuing the environment, ourselves and others through positive relationships, integrity, care and understanding.



Growth: The continuous development, learning and resilience to embrace challenges and opportunities to achieve personal and academic goals.



Inclusivity: Embracing and valuing diversity and equity, promoting safety, connection and belonging.

This Handbook is organised by subject area, with program information for students in Years 7–12.

In this handbook there are links to course descriptors for Stage 1 and Stage 2, vocational education information and an outline of the diverse curriculum that enables our students to thrive and achieve.



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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

Find more information on VET and a list of VET programs available in 2026.

<https://education.nt.gov.au/support-for-teachers/vetfss>

My Future

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.

<https://myfuture.edu.au>

Job Outlook

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.

<https://joboutlook.gov.au>

Career Bullseyes

Explore career pathways by selecting a learning area that you enjoy.

<https://myfuture.edu.au/bullseyes>

The Australian Apprenticeship Pathways Hub

This site provides information, aptitude

tests, job descriptions and training pathways for many traditional and non-traditional trade areas.

<https://www.aapathways.com.au>

MySkills

A database that covers accredited VET training packages across Australia.

<https://www.myskills.gov.au>

National Careers Institute

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.

<https://nci.dese.gov.au>

Course Seeker

This site provides 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.

<https://www.coursesseeker.edu.au>

StudyAssist

This site gives comprehensive information about student loans and financing tertiary education (TAFE/VET and university).

<https://www.studyassist.gov.au>

CompareEd

A site that ranks institutions and learning areas based on real student exit surveys.

<https://www.compared.edu.au>

Jobs Hub

An Australian Government website where you can explore available job opportunities.

<https://www.dese.gov.au/covid-19/jobs-hub>



STUDENT SUPPORT

Throughout your time at Darwin High School you will have access to our dedicated and compassionate Student Support 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 Officers

Our AEO's work 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 Advisors

Our Student Wellbeing Advisors 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.

Inclusion Coordinators

Our Inclusion Coordinator supports neurodiverse students in Years 7–12 to access learning, build confidence and reach their potential. Working with students, families and teachers, the role identifies individual strengths and needs and implements evidence-based strategies and adjustments to promote engagement, participation and success.

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://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.

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Select Entry Programs

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Year 7–9: Students of High Performance (SOHP) English, Mathematics, Science and Humanities

The Students of High Performance (SOHP) program is designed for high-achieving, goal-driven students who have demonstrated strong achievement and a high level of interest in English, Mathematics, Science and Humanities.

SOHP provides students with opportunities to extend their knowledge, deepen their understanding and engage in challenging learning experiences alongside like-minded peers who are motivated to achieve their best.

Current Year 6 students are eligible to apply for entry into the Year 7 SOHP program.

As part of the SOHP application process, students are required to sit the ACER General Ability Test, which provides an additional measure of their reasoning and problem-solving abilities.

Applications are assessed using a combination of student achievement information and ACER test results.

Registration for SOHP entry testing closes at 3pm on Friday 4 September 2026.

Band Excellence Program

The Band Excellence Program provides students with the opportunity to further develop their instrumental technique, musicianship and performance skills within a concert band setting.

The program is designed around the Australian Curriculum: Music and provides an engaging and challenging pathway for students in Years 7–10 to develop their musical skills and confidence.

Current Year 6 students are eligible to apply for entry into the program. Students are required to audition for a position as part of the application process.

Registration for auditions closes at 3.00pm on Friday 4 September 2026.

Dance Excellence Program

The Dance Excellence Program provides students with the opportunity to further develop their dance technique, performance skills and artistic expression while completing essential Health and Physical Education requirements.

The program is aligned with the Australian Curriculum and provides a focused learning pathway for students in Years 7–10, combining dance training with curriculum learning.

Current Year 6 students are eligible to apply for entry into the program. Students are required to audition for a place as part of the application process.

Registration for auditions closes at 3.00pm on Friday 4 September 2026.

Centre for Excellence (C4E)

Darwin High School's Centre for Excellence (C4E) provides a high-level Mathematics and Science pathway for academically able students who are passionate about STEM and interested in pursuing advanced study and future careers in these areas.

Designed for curious, motivated and high-achieving students, the C4E program offers enriched and accelerated learning experiences that extend beyond the standard curriculum. The program supports students aspiring to future careers in areas such as engineering, biotechnology, forensic science, mathematics and medicine.

Students in the C4E program benefit from:

- Enriched and accelerated Mathematics and Science learning.
- Specialised learning opportunities through guest lectures with industry professionals and university experts.
- Priority access to excursions and enrichment activities, including local and national science events and university programs.
- Participation in a wide range of local, national and international Mathematics and Science competitions.
- Opportunities to develop the knowledge, skills and confidence needed for future STEM pathways.

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

Students who apply for C4E but are not successful may be considered for a place in our special-entry Girls-Only Science or Mathematics classes, where places are available.

Students of High Performance (SOHP) English

Darwin High School's Students of High Performance (SOHP) English program provides a selective, high-level English pathway for students with a strong interest in English and a commitment to academic excellence.

Designed for motivated, goal-driven and high-achieving students, the program provides enriched learning experiences that challenge students to extend their abilities and deepen their engagement with English. Students develop advanced skills in reading, writing, critical analysis and communication, providing strong preparation for English and English Literary Studies in Years 11 and 12.

The SOHP English program is designed for students who:

- Demonstrate a strong interest in English and literature.
- Are motivated and goal-driven learners with a strong work ethic.
- Consistently achieve a B grade or higher in English.
- Are committed to maintaining a high standard of academic performance.

Entry to the SOHP English program is selective and is determined through a \$10 selection test. Current Year 9 students are eligible to apply for a limited number of places. Ongoing participation in the program requires students to maintain a high standard of academic performance.

For more information:

[Students of High Performance – Darwin High School](#)

Centre for Skills and Training

The Centre for Skills and Training (CST) supports students in Years 10–12 to fast-track their career through Vocational Education and Training (VET) and/or School-Based Apprenticeships and Traineeships (SBATs) while working towards their NTCET.

The CST provides a flexible timetable, allowing students to undertake VET or paid work while completing their compulsory school subjects. Exploring Identities and Futures (EIF)

Vocational Education and Training (VET)

VET provides nationally recognised qualifications and practical, industry-based skills while students are still at school. Courses are available across a range of industries, including trades, retail, cookery, business, community services and the arts.

VET courses are available to students in Years 9–12 and can contribute credits towards the NTCET.

Students and families can explore available VET courses through Your Career – Learn and Train.

For information about VET opportunities at Darwin High School, contact dhs.vet@education.nt.gov.au.

School-Based Apprenticeships and Traineeships (SBAT)

SBATs combine school, paid employment and nationally recognised VET training, providing students with practical workplace experience while completing their secondary education.

Students must be at least 15 years old and able to undertake a minimum of 48 days of paid work each year. Opportunities can be found through GTNT, AANT JobReady or by sourcing an employer independently.

Note: Students in the mainstream Years 10–12 program can also access VET courses and School-Based Apprenticeships and Traineeships alongside their regular studies, where available and appropriate.

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Learning at Darwin High School

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YEARS 7–10: AUSTRALIAN CURRICULUM

Students in Years 7–10 at Darwin High School study the **Australian Curriculum**, developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum provides a consistent national framework for learning, setting out the knowledge, skills and capabilities students are expected to develop across each learning area and year level.

For students in Years 7–10, the Australian Curriculum covers eight learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- Languages
- Technologies
- The Arts

The curriculum also develops general capabilities, including literacy, numeracy, critical and creative thinking, digital literacy, personal and social capability, ethical understanding and intercultural understanding. Cross-curriculum priorities—Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's engagement with Asia, and Sustainability—are embedded across relevant learning areas.

At Darwin High School, teachers use the Australian Curriculum to plan engaging and purposeful learning experiences that respond to students' needs, interests and aspirations. Student progress is monitored and assessed against the relevant achievement standards.

The Australian Curriculum establishes what students should learn, while the Northern Territory education system and Darwin High School determine how this learning is delivered, including subject offerings, timetables, teaching programs and assessment practices.

From Year 7, students are supported to develop strong foundations for learning, explore their interests, build confidence and progressively develop greater independence as learners. Through Years 9 and 10, students have increasing opportunities to explore areas of interest and make choices that support their senior secondary, vocational and future career pathways.

For more information: www.australiancurriculum.edu.au



YEARS 11–12: SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE) AND NTCET

The Northern Territory Certificate of Education and Training (NTCET) is the Northern Territory’s senior secondary certificate. It is based on the South Australian Certificate of Education (SACE) framework, with the SACE Board of South Australia providing the curriculum, assessment and certification framework used in the Northern Territory.

At Darwin High School, students in Years 11 and 12 work towards the NTCET, a nationally recognised senior secondary qualification that supports pathways to university, further education, training, apprenticeships, traineeships and employment. Students generally complete Stage 1 in Year 11 and Stage 2 in Year 12, although individual pathways may vary.

The NTCET provides students with flexibility to select subjects and learning pathways that reflect their interests, strengths, goals and future aspirations. Alongside SACE/NTCET subjects, students may undertake Vocational Education and Training (VET), School-Based Apprenticeships and Traineeships (SBATs) and other recognised learning as part of their senior secondary pathway.

At Darwin High School, the NTCET provides the framework for learning, assessment and certification in Years 11 and 12. Students are supported to make informed decisions about their subjects and pathways, developing the knowledge, skills and capabilities needed for their chosen destination beyond school.

For more information: www.sace.sa.edu.au

NTCET requirements

Compulsory Subjects	Student Selected Subjects	
40 credits	Up to 100 credits	60 or more credits
- Exploring Identities and Futures (EIF) (10 credits) - Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2 - Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2	Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.	Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia.

Students must achieve an A, B or C grade in at least 140 of their 200 credits.

Stage 1 Exploring Identities and Futures (EIF)

Exploring Identities and Futures (EIF) is a compulsory Stage 1 subject within the Northern Territory Certificate of Education and Training (NTCET) and is normally undertaken in Year 10.

EIF supports students to explore their strengths, interests, capabilities and aspirations and develop a clearer understanding of their future pathways. Through the subject, students are supported to make informed decisions about the subjects and pathways they will pursue in Years 11 and 12, including university, vocational education, training and employment options.

Students must achieve a C grade or better in EIF to successfully complete the subject and meet this requirement of the NTCET.

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Flexible pathways

The NTCET provides students with flexibility to build a program that reflects their interests, strengths and future goals. Students can combine school-based subjects with other recognised learning opportunities.

Vocational Education and Training (VET) can contribute to the NTCET at both Stage 1 and Stage 2, although VET currently cannot contribute to the compulsory Stage 1 EIF, Literacy or Numeracy requirements.

Learning completed outside school can also contribute to the NTCET through recognised **Community Learning** and **Self-Directed Community Learning**. This may include areas such as music examinations, first aid, cadets, dance, lifesaving, volunteering, community development, performance, sport, work skills and career development.

Students are encouraged to speak with the **NTCET Coordinator** when planning their senior secondary pathway to ensure their program meets NTCET requirements and supports their future goals.

Planning for life beyond school

The NTCET provides a range of pathways into further education, training and employment. Students can use their senior secondary program to prepare for university, TAFE, VET, apprenticeships, traineeships or employment.

Students planning to apply for university should consider the subjects and requirements for their intended courses, including any prerequisites and tertiary admission requirements.

For information about the NTCET and SACE curriculum and requirements: [SACE Board of South Australia](#)

Students and families can also contact the Darwin High School NTCET Coordinator for advice about subject selection, pathways and NTCET requirements.



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Australian Tertiary Admission Rank (ATAR)

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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.



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Centre for Skills and Training / Choosing Your SACE Program

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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.

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.

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

For more information email 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.

More information

Centre for Skills and Training: darwinhigh.nt.edu.au/centre-for-skills-and-training

Careers Centre contacts: darwinhigh.nt.edu.au/student-life/careers-centre.



CHOOSING YOUR SACE PROGRAM

Year 11 is an important step in planning your pathway towards the Northern Territory Certificate of Education and Training (NTCET) and your goals beyond school.

Your Year 11 Program

Year 11 students study six subjects each semester from the SACE Curriculum. Year 11 subjects are called Stage 1.

- English is compulsory in both semesters.
- Mathematics is compulsory for one semester.
- Students who complete Mathematics in Semester 1 may choose Mathematics again in Semester 2 as one of their free choice subjects.
- Students select nine elective subjects across their Year 11 program.

Example Year 11 Program

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

*2 Students must satisfactorily complete **one semester of Mathematics** in either Semester 1 or Semester 2.

Your NTCET Goal

By the end of Year 11, students should aim to have **at least 100 credits** before commencing Year 12.

Reaching this milestone provides greater choice and flexibility in Year 12 and increases your opportunity to complete the NTCET the following year.

Your Year 12 Program

Year 12 is when students complete the remainder of the 200 credits required for the NTCET.

Your Stage 2 subject choices will build on the pathway you established in Year 11. By this stage, many students have a clearer understanding of their interests, strengths and future goals.

Most Year 12 students study **five subjects**, although programs vary depending on individual pathways.

- Students must enrol in a **minimum of four subjects**.
- Most Stage 2 subjects run for the **full year**.
- Most Stage 2 subjects contribute **20 credits** towards the NTCET.
- A Year 12 program generally consists of **four to five subjects**.

Your program should provide the credits you need while maintaining a manageable workload and supporting your plans beyond school.

Plan for Your Future

When choosing Stage 2 subjects, consider:

- What subjects you enjoy and perform well in
- Prerequisites for university, TAFE or other further study
- Career and employment requirements
- Your preferred pathway after school
- The credits you need to complete your NTCET

Making the Right Choices

Choosing subjects can feel challenging, but there are people who can help. In Year 10, students begin mapping their NTCET pathway through their Stage 1 EIF class. If you have not completed EIF or are unsure about your future career or study plans, speak with a Careers Practitioner.

When selecting subjects, consider your **interests, strengths, career goals and future study requirements**. Choose subjects that give you the best opportunity to succeed while keeping future pathways open.

Explore Your Subject Options

Explore the available **Year 11 and Year 12 subjects** to identify options that align with your interests, strengths, career goals and future study pathways. Some Stage 2 subjects may also be available to Year 11 students.

View the available subjects on the [Darwin High School Subjects page](#).

Need Help Choosing?

You do not have to make these decisions alone. Students and families are encouraged to discuss subject choices with parents or carers, teachers, Year Level Coordinators, Careers Practitioners and the NTCET Coordinator to make informed decisions about their program and future pathway.

Students and families are **strongly encouraged to speak with the Careers Practitioners and/or NTCET Coordinator before finalising their Year 12 program**.

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Make an Informed Decision

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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 in Stage 1 and Stage 2.

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>

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

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>



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Cross Disciplinary	26
English and Humanities	30
Food Technology	34
Languages	36
Mathematics	40
Physical Education , Health and Wellbeing	44
Sciences	48

Performing Arts

YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
● Dance	● Dance ● Creative Arts – Dance
● Drama	● Drama
● Music	● ● ● Music Studies ● ● Music Explorations ● ● Music Performance Solo ● ● Music Performance Ensemble

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 11 (Stage 1)	YEAR 12 (Stage 2)
Visual Arts: Art Practical	● Art Practical
Visual Arts: Design	● Design
Visual Arts: Photography	● Photography
● Creative Arts: Film	● Film

Key

- Credit counting restrictions apply
- Study once only
- 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.







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, ENTERPRISE AND TECHNOLOGY

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Physical Education , Health and Wellbeing	44
Sciences	48

Business Pathways

YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
Business Innovation	● Business Innovation
● Accounting	● Accounting

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





IT/Tech Studies

YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
● Digital Technologies	● Digital Technologies
● Computer Apps	● Computer Apps
Robotic and Electronic Systems	● Robotic and Electronic Systems
● Innovation and 3D Printing	● Innovation and 3D Printing
● 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

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



CROSS DISCIPLINARY

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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.

PLEASE NOTE

Community Studies and Community Connections do not contribute to an ATAR.

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.



Community Studies

YEAR 11
(Stage 1)

YEAR 12
(Stage 2)

● Community Studies

● Community Studies

● Community Connections

Key

● Non-ATAR

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).

YEAR 11
(Stage 1)

YEAR 12
(Stage 2)

Workplace Practices

Workplace Practices

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





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 compulsory for all students in Year 10, including students enrolled in SOHP English.

In Year 11, English is compulsory in both Semester 1 and Semester 2. To achieve the NTCET, students must successfully complete 20 credits at C grade or better in English, at 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.



ENGLISH AND HUMANITIES

JUMP TO CURRICULUM STRUCTURE

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English Pathways

YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
Essential English	Essential English
English	English
English as an Additional Language	English as an Additional Language
	Essential English as an Additional Language
English Literary Studies	English Literary Studies

Activating Identities and Futures (AIF)

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 11 (Stage 1)	YEAR 12 (Stage 2)
● Activating Identities and Futures	Activating Identities and Futures

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



Humanities Pathways

YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
Aboriginal Studies	Aboriginal Studies
Ancient Studies	Ancient Studies
Geography	Geography
Legal Studies	Legal 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





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.

YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
Food and Hospitality	Food and Hospitality
Integrated Learning Food Design and Technology	● Integrated Learning Food Design and Technology
● Integrated Learning Coffee Shop	
Child Studies	Child Studies

Key

- Credit counting restrictions apply
- Study once only





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.



JUMP TO CURRICULUM STRUCTURE

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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.





(Stage 1)	Stage 2
● Chinese Beginners	●● Chinese Beginners
●● Chinese Continuers	●● Chinese Continuers
	●● Chinese Background Speakers
● Indonesian Beginners	●● Indonesian Beginners
●● Indonesian Continuers	●● Indonesian Continuers
● Italian Beginners	●● Italian Beginners
● Japanese Beginners	●● Japanese Beginners
●● Japanese Continuers	●● Japanese Continuers
● Modern Greek Beginners	●● Modern Greek Beginners
●● Modern Greek Continuers	●● Modern Greek Continuers
● Spanish Beginners	●● Spanish Beginners

Key

● Prior learning recommended

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





Mathematics

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



JUMP TO CURRICULUM STRUCTURE

Select Entry Programs	6
Learning at Darwin High School	8
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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.
- **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.





YEAR 11 (Stage 1)	YEAR 12 (Stage 2)
Essential Mathematics Numeracy (Semester 1 only)	
● Essential Mathematics	● Essential Mathematics
● General Mathematics	● General Mathematics
● Mathematical Methods	● Mathematical Methods
● ● Centre for Excellence (C4E) Mathematics	
● Specialist Mathematics	● Specialist Mathematics

Key

- Select entry
- Prior learning recommended





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, HEALTH AND WELLBEING

JUMP TO CURRICULUM STRUCTURE

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(Stage 1

Stage 2

Health and Wellbeing

● Health and Wellbeing

Physical Education

● Physical Education

● Integrated Learning - Chess

● Integrated Learning - Net Sports
(Semester 1 only)

● Integrated Learning - Sport and
Recreation (Semester 1 only)

● ● Integrated Learning
- Physical Education

● Integrated Learning - Target
Sports (Semester 2 only)

● Integrated Learning – Invasion
Sports (Semester 2 only)

Key

● Credit counting restrictions apply

● Prior learning recommended

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



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

YEAR 11
(Stage 1)

YEAR 12
(Stage 2)

● Outdoor Education

●● Outdoor Education

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

The study of science allows students to build a body of knowledge that enables 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 in scientific inquiry, critical thinking, problem-solving, and the use of evidence to make informed decisions.

Science is a compulsory subject for all students in Years 7–10, with the Australian Curriculum (ACARA) providing the backbone of the curriculum across these year levels. Students develop their scientific knowledge and skills progressively through the study of the Biological, Chemical, Earth and Space, and Physical Sciences, while also developing their understanding of Science as a Human Endeavour and Science Inquiry.

In Years 11 and 12, science subjects become elective choices and are referred to as Stage 1 and Stage 2 courses as their curriculum aligns with SACE. These subjects allow students to select areas of science that align with their interests, strengths and future pathways. Many senior science subjects build progressively across semesters and year levels, with later topics relying on knowledge and skills taught previously. Students should therefore carefully consider subject prerequisites and recommended prior learning when making their selections.

Science courses are often prerequisites or highly recommended subjects for VET and university courses, particularly in areas such as health, medicine, engineering, environmental science, and other STEM-related fields. Students are encouraged to investigate the entry requirements for their intended post-school pathways when making science subject selections.



JUMP TO CURRICULUM STRUCTURE

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YEAR 11 (Stage 1)

YEAR 12 (Stage 2)

Biology

● Biology

Chemistry

● Chemistry

● Nutrition

● Nutrition

Physics

● Physics

Psychology

● Psychology

Scientific Studies - Human
Biology

● Scientific Studies - Human
Biology

● C4E Chemistry

● C4E Physics

Key

● Select Entry

● Prior learning recommended

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





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