

YEAR 10 CURRICULUM HANDBOOK

2020



CRICOS NO: 01645K

*Woodcroft College is vibrant, innovative and inclusive.
It seeks to provide an excellent all-round education
in a Christian environment.*

School Philosophy

Woodcroft College is future-oriented, equipping students with the knowledge, attitudes and skills they need to gain worthwhile employment, be responsible global citizens, and model their lives on Christian values and beliefs.

The curriculum is diverse and broadly based.

It is centred on the intellectual, physical, emotional and spiritual needs of students.

It encourages them to:

- Pursue academic excellence, yet caters for individual differences in learning styles and abilities
- Strive in all areas of human endeavour from the subject-based disciplines to the arts, outdoor education, sports and leisure-time activities
- Become confident, active, resilient, self-reliant and successful lifelong learners
- Grow in faith through Religious and Values Education, corporate worship, and service to others in school, local community and international projects.

The curriculum, co-curriculum and pastoral care program have a global perspective, preparing students for citizenship in a democratic, multicultural society.

They are encouraged to:

- Be themselves, showing tolerance and respect for the rights of others
- Appreciate social, religious and cultural differences
- Grow in self-respect, taking responsibility for their own actions and conduct
- Become leaders, experienced in decision-making.



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Introduction

The Year 10 Curriculum Handbook has been prepared to acquaint students and parents with the subjects available for study in the Senior School at Woodcroft College and to enable them to plan a program of study tailored to each student's particular needs. Year 10, as the first year in the Senior School, is an exciting time as students have the opportunity to choose from a wider range of specialist subjects to foster their emerging interests and develop new skills.

Woodcroft College prides itself on the wide range of subjects offered and on its ability to cater for a varied cohort of students. The subject selection process for each student moving to the next year level is designed to assist students in making appropriate choices for their study and once students are in the course of their choice, the College's Pastoral Care Program supports them achieving their goals.

Please note that:

- Subject pre-requisites must be met in some courses
- A subject class will only run if there are sufficient students to make it viable
- We make every effort to accommodate the subject choices of each student.

All subject selections are completed through the website www.selectmysubjects.com.au. Students receive a unique link via their College email account that takes them to their personal selection options. Compulsory requirements in each level are managed by the software. This process is demonstrated at the Parent Information evenings held in Term 3. The portal is open to receive data for a period indicated within the email received by students.

Students choosing subjects for Year 10 will have the opportunity to receive assistance in Tutor Groups.

Students entering the Senior School and seeking guidance for a vocational pathway (VET in SACE) may wish to schedule a meeting with Caroline Camens - VET Manager camens_c@woodcroft.sa.edu.au for specific advice. Parents who wish to be involved in this process are most welcome. This may include planning opportunities in advance to seek training as VET Direct and discussing the application process and subsidies or preparation for employment through work experience.

Career information is available to all students by contacting the Career Counsellor, Anthea Hanak, hanak_a@woodcroft.sa.edu.au

For further questions about subject selection or the pathways available in the Senior School contact:

Rachel McCall – Director of Quality Learning and Teaching: mccall_r@woodcroft.sa.edu.au

Astrid Brauer – SACE Coordinator: brauer_a@woodcroft.sa.edu.au

Richard Pope – IBDP Coordinator: pope_r@woodcroft.sa.edu.au

South Australian Certificate of Education

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education.

As part of the SACE, students will be able to:

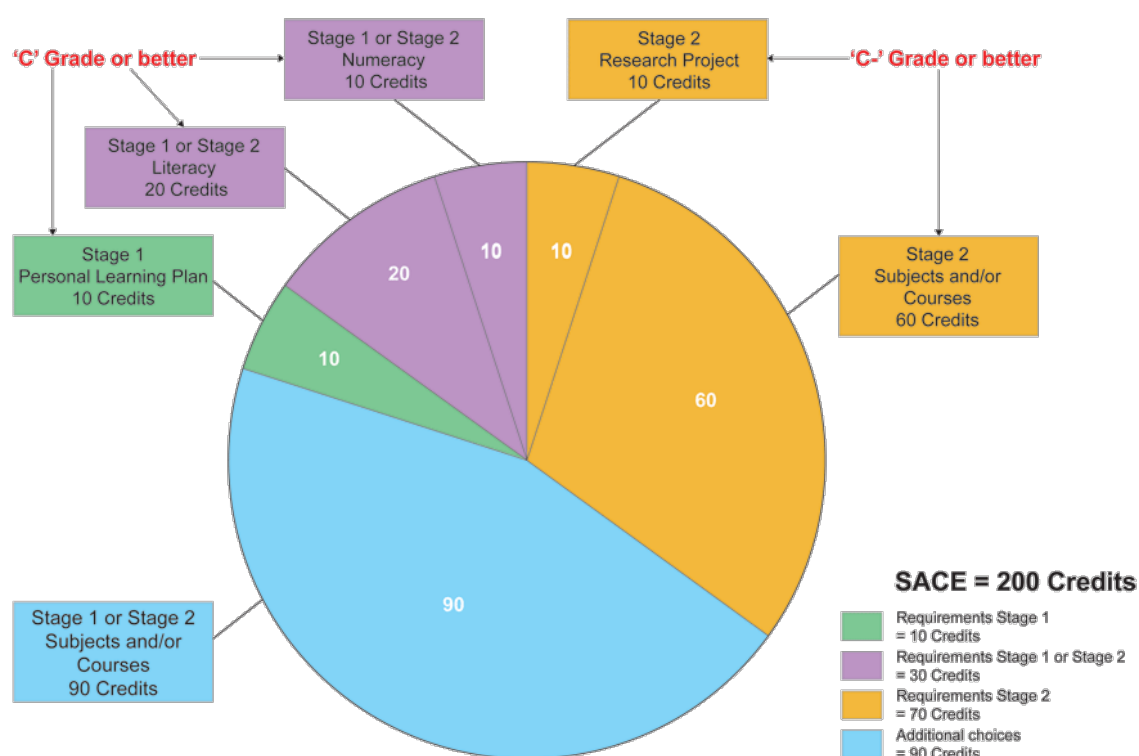
- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community-developed programs) provided they are recognised by the SACE Board
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- Receive A to E grades in Stage 1 and A+ to E- in Stage 2 SACE subjects
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- Have 30 per cent of their work in every Stage 2 subject externally assessed. This occurs in various ways, including examinations, practical performances and presentations
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a subject.

Some elements of the SACE are compulsory. These are:

- A Personal Learning Plan at Stage 1, worth 10 credits
- At least 20 credits towards literacy from a range of English or English as an Additional Language studies at Stage 1
- At least 10 credits towards numeracy from a range of Mathematics choices at Stage 1
- A major project of extended studies called the Research Project at Stage 2, worth 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses



International Baccalaureate Diploma

The International Baccalaureate Diploma (IB Diploma) is highly regarded for entry to university education throughout the world and for advanced placement to many colleges and universities.

What are the components of the IB Diploma Program?

The basic requirements of the IB Diploma program are:

- Study of SIX SUBJECTS covering all major fields of learning. To allow for specialisation normally three subjects (but not more than four) are chosen at higher level (HL) and to ensure a broad education three subjects are chosen at standard level (SL)
- A course in the Theory of Knowledge (TOK)
- Submission of an Extended Essay, of around 4,000 words, on a topic of the student's own choice
- Participation in a program of Creativity, Activity and Service (CAS)

The IB Diploma is studied over 2 years (usually Year 11 and Year 12).

The major aims of the IB Diploma are to:

1. Educate young people to act intelligently and responsibly in a complex society
2. Ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas
3. Equip students with a genuine understanding of themselves and others, heightening the capacity of tolerance and engendering respect for different points of view

Who is the IB Diploma for?

The IB Diploma is suited to students with one or more of the following characteristics:

- Willingness to develop personal study habits, including self-discipline, self-motivation and time management
- A capacity for thinking critically and creatively
- Some fluency in a second language, or willingness to become fluent
- An international outlook and a genuine concern for others

The IB Diploma program, while demanding, is open to the average and above-average student. It is not an elitist program for exceptionally gifted students, but a course of studies for the dedicated student who has a strong desire to learn.

How is the IB Diploma assessed?

General and subject specific objectives of IB Diploma courses focus on the development of cognitive skills and effective capacities. Likewise, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. Rather than just testing the capacity to regurgitate information, the emphasis is on understanding and application of knowledge.

Assessment for the IB Diploma is criterion-referenced, not "norm" referenced. This means that students grades are not scaled. Knowledge and skills are assessed according to the student's own achievement against a set of known criteria.

All subjects are externally examined. Most subjects also require internal assessment, which involves an external moderation procedure to ensure uniform standards are maintained.

What does it mean when completed?

Upon the completion of the IB Diploma, the student has had a first class education, which is accepted as an entrance qualification for tertiary education in over sixty countries.

Universities are keen to attract IB students for the following reasons:

- They are recognised as being prepared to accept educational challenges
- They have self-confidence with university level material
- They have developed the capacity for independent research and study
- They have cultivated sound thinking and communication skills
- They have engaged in co-curricular activities alongside academic studies
- They have thought in global terms and have a cultural sensitivity and international orientation

Choosing an IB Diploma Course

Students are required to choose a subject from each of the following six groups:

Group 1 Language A

The student's first language – usually English at Woodcroft but may also include Chinese, German or Korean.

Group 2 Language B

A learnt language, rather than a student's native language.

At Woodcroft, students choose from German, Japanese or Italian ab initio. Special arrangements can sometimes be made to enable students to study a different language.

Group 3 People in Society

This embraces the Humanities. This is History, Geography and Economics at Woodcroft.

Group 4 Experimental Sciences

Includes Physics, Chemistry and Biology.

Group 5 Mathematics

Two Mathematics courses are offered.

Group 6 The Arts and Electives

Students can choose Visual Arts, Music or a second subject from Groups 3 or 4.

Three of the six subjects studied must be offered at Higher Level and three at Standard Level, in order to qualify for the full Diploma.

The Pastoral Care Program

Woodcroft College practises a holistic approach to learning and teaching. The Pastoral Care Program plays an integral role in the Curriculum at Woodcroft College, where each aspect of a student's academic, spiritual, physical, emotional and social development is valued.

In Year 10, two lessons per week are allocated to the Pastoral Care Program. During this time, students participate in such activities as Worship, and Year Level assemblies. Students also participate in a rotation lesson every week where the following content will be taught: financial literacy, critical and creative thinking, positive psychology and health and nutrition.

At Year 10, all students take two lessons per week of Physical Education. Students are also able to select the Specialist Physical Education elective if they wish to continue with an academic focus in this area.

In addition to the above activities, there is a structured personal development program, delivered by the Head of Year 10, tutors and guest presenters.

The program, using materials and approaches appropriate to the age group, covers topics such as:

- Drug Education
- Driver Education
- Relationships
- Harm Minimisation
- Resilience
- Career Counselling
- Study Skills
- Learning Dynamics

Pastoral care and personal counselling are high priorities at Woodcroft College. Tutors and the Head of Year 10 deal with the day-to-day issues, while matters of more concern are referred to the Head of Sub-School and Counsellors.

Matters relating to home or outside groups may be referred to the College Counsellors. They are backed by a large number of outside agencies and organisations in providing the next level of professional help when necessary.

Religious and Values Education (RAVE)

A program of Religious and Values Education based on Dr Peter Vardy's model of five strands. This includes study in the areas of Biblical and Christian Tradition, Philosophy of Religion, Ethics, World Religions and stillness.

Students are equipped with character & disposition development within the RAVE course, which is allocated one lesson per week.

Any questions about the program can be directed to:

Sheralyn Gilbertson
Head of Year 10
email: gilbertson_s@woodcroft.sa.edu.au

Marty Fox
College Pastor & Head of RAVE
email: fox_m@ woodcroft.sa.edu.au

Jump Start 50

Jump Start 50 (JS50) is an exciting Woodcroft College initiative.

The program recognises the needs of students wishing to pursue the Senior School Vocational Educational Training (VET) pathway. In particular, it supports Year 11 and 12 students who are extending their learning opportunities out of the school environment. During Year 11 and 12, VET students may commence Technical and Further Education courses (TAFE) and School Based Apprenticeships or Traineeships while undertaking their South Australian Certificate of Education (SACE).

Students undertaking JS50 will potentially receive a significant advantage towards their Senior School journey by completing 50 SACE credits (including a number of compulsory components) during Semester Two, Year 10. The bank of credits they accumulate while in Year 10 alleviates some of the school pressures they would otherwise experience in Year 11.

This program is available each year for Year 10 students who display a solid work ethic and are committed to success.

Students undertaking JS50 can acquire the following 50 SACE credits while in Year 10:

- Numeracy Stage One
- Literacy Stage One
- Science Stage One
- Personal Learning Plan (PLP)
- Option Stage One

Students will also engage with the VET Manager to prepare for Workplace Experience, vocational course applications or short courses i.e. White Card, First Aid and Workplace Learning Induction.

Students who are interested in participating in JS50 should arrange an interview with VET Manager Caroline Camens in the first instance via email to camens_c@woodcroft.sa.edu.au.

Year 10 Overview

Semester 1

English

Mathematics

Science

History /
Personal Learning Plan

Elective 1

Elective 2

Semester 2

English

Mathematics

Science

History /
Personal Learning Plan

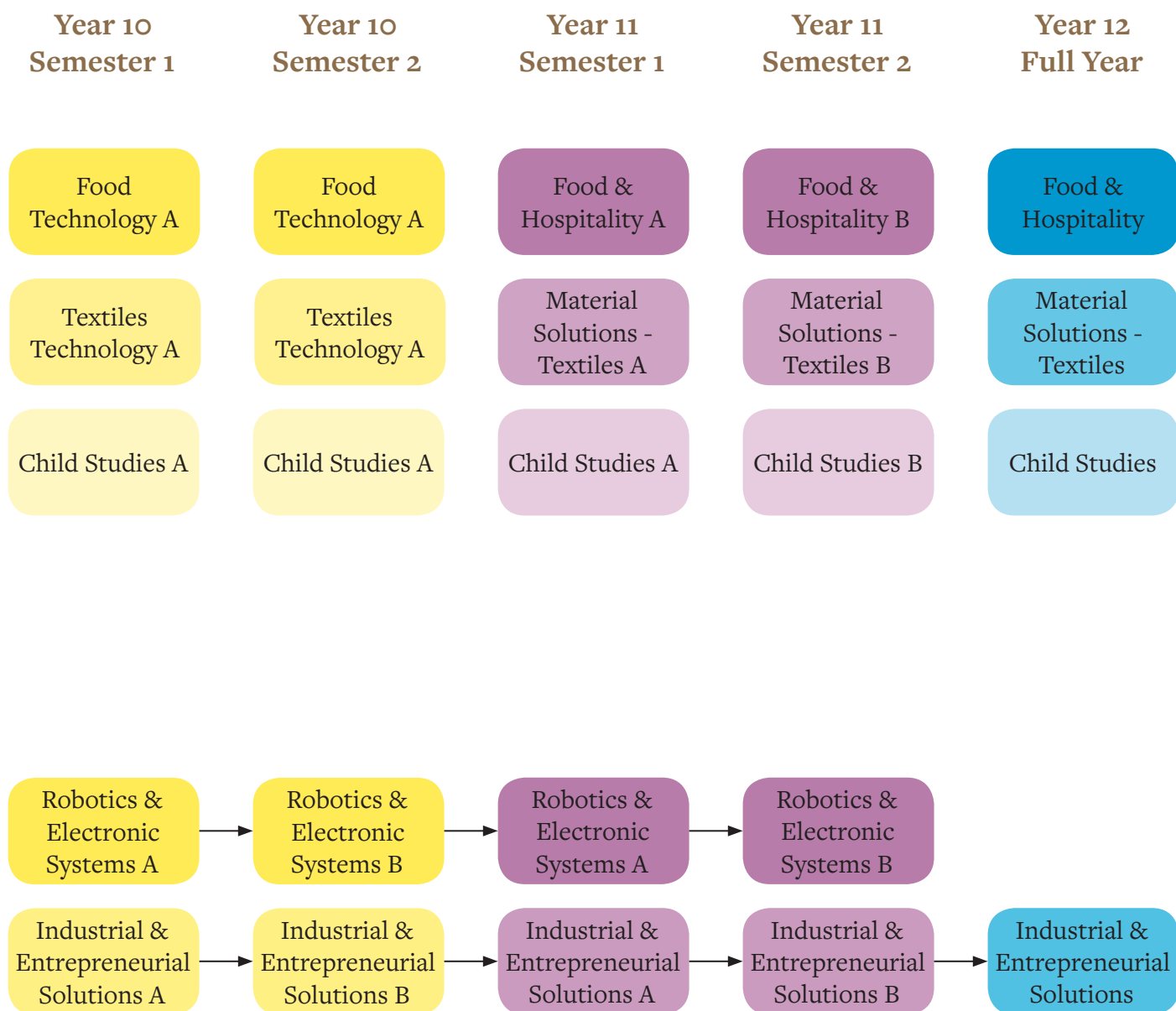
Elective 3

Elective 4

Pastoral Care, RAVE, Physical Education, Financial Literacy,
Critical and Creative Thinking, Positive Psychology,
Health and Nutrition

Subject Descriptions

DESIGN AND TECHNOLOGY



Simone Bonser
Head of Home Economics
email: bonser_s@woodcroft.sa.edu.au

Ben Schmidt
Head of Innovative Technologies
email: schmidt_b@woodcroft.sa.edu.au

Child Studies

Year 10 Child Studies

Length of Course:	One semester
Learning Area:	Design and Technology
Pre-requisites:	Nil

Child Studies enables students to participate in interactive and real-life scenarios, with a focus on children and their development from conception to 8 years. Students explore a range of concepts in preparation for the study of Child Studies at Stage 1 and/or Stage 2.

Content

Students explore the underpinning concepts and issues related to the growth, health and well-being of children. They apply knowledge in practical activities, including sewing and food preparation to identify connections and benefits of hands-on activities for children.

Specific topics may include:

- Baby wearing and exploring sewing
- Social and emotional development
- Preparing food for children
- Caring for virtual babies

Assessment

Students demonstrate evidence of their learning through Practical Activity assessment tasks.

Food Technology

Year 10 Food Technology

Length of Course:	One semester
Learning Area:	Design and Technology
Pre-requisites:	Nil

Food Technology enables students to build upon and practice practical skills and techniques. Students develop knowledge and understanding of terminology used within the Food and Hospitality field, in preparation for the study of Food and Hospitality at Stage 1 and/or Stage 2.

Content

The focus of this subject is on skills development and acquisition. Students engage in food practical activities and inquiry-based tasks to encourage critical and creative thinking, risk-taking and self-management skills.

Specific topics may include:

- Food combinations and food fusion
- Seasonal ingredients
- Ethical issues within the Food and Hospitality industry
- Catering for others

Assessment

Students demonstrate evidence of their learning through practical and group assessment tasks.

Textiles Technology

Year 10 Textiles Technology

Length of Course:	One semester
Learning Area:	Design and Technology
Pre-requisites:	Nil

Textiles Technology enables students to apply critical and creative thinking and problem-solving to design and create products with purpose. Students develop and refine sewing skills, processes and techniques, in preparation for the study of Material Solutions - Textiles at Stage 1 and/or Stage 2.

Content

The focus of this subject is on skill development and understanding of processes. Students investigate and design a product and/or products, create high-quality solutions and evaluate.

Specific topics may include:

- e-textiles (electronic textiles)
- Garment construction
- Fashion design
- Ethical issues within the fashion industry
- Fabric and materials analysis

Assessment

Students demonstrate evidence of their learning through practical activity assessment tasks and a Folio of work.

Industrial and Entrepreneurial Solutions

Year 10 Industrial & Entrepreneurial Solutions A & B

Length of Course:	One semester
Learning Area:	Design, Technology and Engineering
Pre-requisites:	Nil

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical problem solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry based learning. Design, Technology and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution.

Aim

This context involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer aided design (CAD), and computer aided manufacture (CAM) to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

Content

- Investigation and Analysis
- Design Development and Planning
- Solution realisation
- Evaluation

Assessment

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design process and solution

Robotics and Electronic Systems

Year 10 Robotics & Electronic Systems A & B

Length of Course:	One semester
Learning Area:	Design, Technology and Engineering
Pre-requisites:	Nil

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical problem solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry based learning. Design, Technology and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution.

Aim

In this context, students can use a variety of hardware (components) which may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation or systems integration. The solutions could be purely hardware, for example an electronic circuit, or a combination of hardware (components) and software (code).

Content

- Investigation and Analysis
- Design Development and Planning
- Solution realisation
- Evaluation

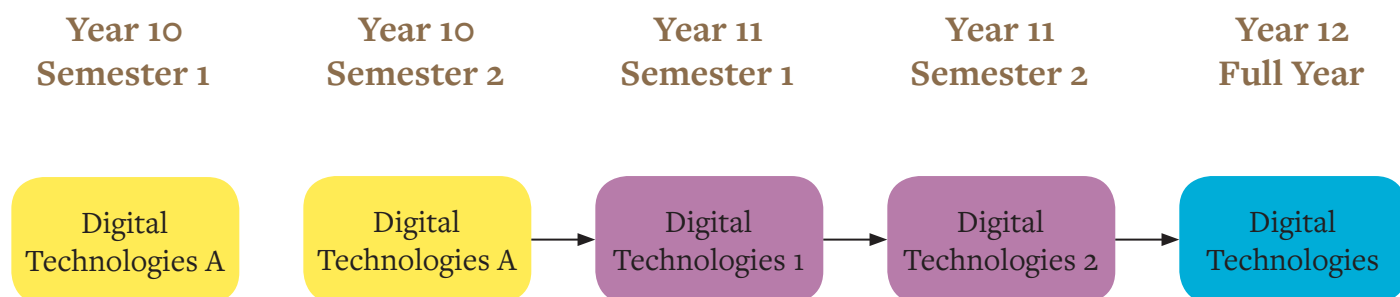
Assessment

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task

Assessment Type 2: Design process and solution

DIGITAL TECHNOLOGIES



Tony Nixon-Smith
Head of Digital Technologies
email: nixon-smith_t@woodcroft.sa.edu.au

Digital Technologies

Year 10 Digital Technologies

Length of Course:	One semester
Learning Area:	Digital Technologies
Pre-requisites:	Nil

Content

The content allows for a range of opportunities in the design and creation of digital solutions.

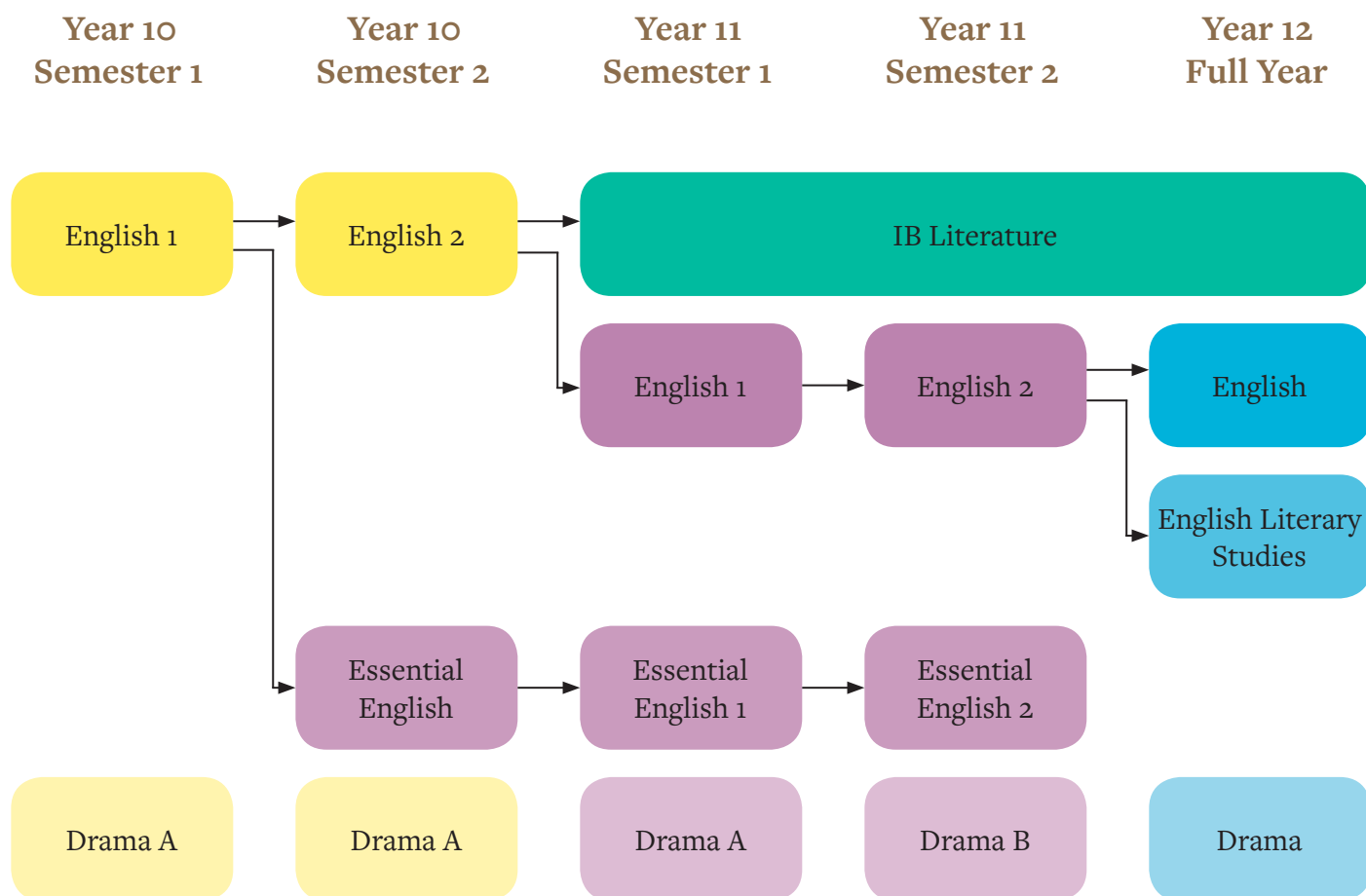
The two focus areas at Year 10 are:

1. Data Analytics; and
2. Application Programming.

Assessment

4 complete design briefs.

ENGLISH



Kerri Proctor
 Head of English
 email: proctor_k@woodcroft.sa.edu.au

English

Year 10 English 1 & 2

Length of Course:	Full year (<i>compulsory</i>)
Learning Area:	English
Pre-requisites:	Nil

English is a compulsory subject at both Year 10 and Year 11. Essential English in Year 11 is a terminating course, designed for students who have chosen not to study English in Year 12, who are involved in the VET Program or who will benefit from the flexibilities of the course.

Content

English 1 (*Semester 1*)

Common Assessment Tasks: Text production.

Novel Study: A range of prose texts is studied, including a novel and an assortment of shorter prose pieces of various types.

Poetry Study: Poetry of various types, cultural origins and eras is studied.

Connected Text Study: Comparisons are made between two texts of a similar or different genre.

English 2 (*Semester 2*)

Common Assessment Tasks: Discussion/Argument writing on an issue with an interdisciplinary focus.

Drama Study: An introduction to the life and times of William Shakespeare leads to a detailed study of one of his plays.

Film Study: Critical viewing of film as a text, including technical elements.

Media/Language Study: A study of the way in which language creates and sustains bias.

Assessment

English 1 (*Semester 1*)

Essays, creative narrative, guided commentaries, oral presentations and reviews.

English 2 (*Semester 2*)

Essays, oral presentations, report, feature article, guided commentaries and digital assignments.

Essential English

SACE Stage 1 Essential English

Course Length:	One semester (Semester 2 only)
Credits:	10 (half year)
Learning Area:	English
Pre-requisites:	Nil

This course terminates at the end of Stage 1. Students completing this course are not eligible to study any English course at Stage 2.

Essential English enables students to build their knowledge of the English language and expand their literacy skills. This subject is intended for those students who, through their Personal Learning Plans, have identified literacy skills as an area for development. For many students, this will mean a benchmark level of 6 or 7 in the Year 9 NAPLAN. Essential English engages students in the study of everyday written, spoken, visual and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes and audiences of these texts and build the knowledge and skills to produce their own texts. The study of Essential English also enables students to develop the spoken and written language skills to interact effectively with others in their learning, work and community life.

This subject provides opportunities for students to meet the SACE literacy requirement and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE. However, it is not a prerequisite for any English at Stage 2. Students considering an English at Stage 2 must attempt at least a Semester of Stage 1 English.

Content

Language and Literacy Skills and Strategies

- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analysing and Responding to Texts

Assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

Drama

Year 10 Drama

Length of Course:	One semester
Learning Area:	English
Pre-requisites:	Nil

Content

Practical Component:

- What it means to be part of an ensemble
- Page to stage script analysis
- Group performance

Theoretical Component:

- Commedia dell'arte
- Production design skills and terminology

Assessment

- Group performance in on-stage or off stage role
- Review of a live theatre performance
- Production report
- Small Group presentation

HEALTH AND PERSONAL DEVELOPMENT

Year 10 Semester 1	Year 10 Semester 2	Year 11 Semester 1	Year 11 Semester 2	Year 12 Full Year
Health A	Health B	Health A	Health B	Health

Michele Scott
Head of Health and Personal Development
email: scott_m@woodcroft.sa.edu.au

Health

Year 10 Health A & B

Length of Course:	One semester
Learning Area:	Health and Personal Development
Pre-requisites:	Nil

In Health, students examine the connections of lifestyle, physical activity, social behaviour, and health care systems, and the difficulties of choosing and maintaining healthy living as an adolescent. They examine the impact of choices and consequences to individuals, and the wider community. Students recognise the important role of agencies in addressing health needs and allocating resources to build health and well-being from local to global levels.

Students learn to be assertive in the choices they develop to encourage lifelong skills to improve their health outcomes and quality of life for themselves and others.

Content

Students will study at least one core concept:

- Ways of Defining Health
- Health Literacy

Students will undertake a variety of tasks from the options suggested below:

- Health and Participation in an Active Lifestyle (e.g. health, fitness and activity)
- The Effects of Alcohol, Tobacco, and Other Drugs on Health (e.g. impact of drugs on personal and community use)
- Health and the Environment (e.g. developing healthy environments for themselves and others)
- Contemporary Health Priorities in Australia (e.g. accessing agencies and health professionals)
- Health and Relationships (e.g. importance and influence on personal health and well-being)
- Mental and Emotional Health (e.g. developing positive emotional and mental health strategies)
- Growing Up Healthy (e.g. challenges, choices and barriers)

Assessment

Assessment is school based.

Students demonstrate evidence of their learning through a variety of group and individual tasks:

- Issues Response: reflect on current health issues and attitudes
- Group Activity: implement an action on a community/school issue
- Investigation: research a current health topic of their choice

HUMANITIES

Year 10 Semester 1	Year 10 Semester 2	Year 11 Semester 1	Year 11 Semester 2	Year 12 Full Year
Geography and Environmental Studies A	Geography and Environmental Studies B	IB Economics		
History A	History A	IB Geography		
		IB History		
		Ancient Studies A	Ancient Studies A	Ancient Studies
		Business Innovation A	Business Innovation B	Business Innovation
		Geography A	Geography B	Geography
		Legal Studies A	Legal Studies A	Legal Studies
		Modern History A	Modern History B	Modern History
		Tourism A	Tourism B	

Matt Ellis
Head of Humanities
email: ellis_ma@woodcroft.sa.edu.au

Geography

Year 10 Geography and Environmental Studies A & B

Length of Course:	Students may choose to study one semester (2 units) or two semesters (4 units) of Geography and Environmental Studies in Year 10.
Learning Area:	Humanities
Pre-requisites:	Nil

There are no formal prerequisites for subjects at each level in Humanities but the study of relevant subjects in the previous year is clearly advantageous. Humanities subjects are 'language rich' and students with good reading and writing skills are more likely to achieve success.

Content

Unit 1: Environmental Change and Management involves the ways in which natural and human-induced change challenges sustainability. Students will investigate the impacts of humans and nature on the environment and the ways in which the environment is managed. This unit includes a local fieldwork study and report.

Unit 2: Geographies of Human Wellbeing looks at how wellbeing is measured across countries and how organisations (local, national and global) can implement strategies to reduce differences in wellbeing across countries.

Unit 3: Megacities looks at the development and growth of megacities, in both developing and developed countries. On a global scale, the growth of megacities is influenced by world population growth and has an impact on human well-being. This growth has created a range of environmental, social, and economic challenges for people living in such cities and for governments. These challenges may include water, air, and noise pollution, waste management, service provision, crime, land loss, and employment.

Unit 4: Global Issues lends itself to an in-depth study of a current issue facing global environments and/or communities. The chosen area for investigation must have a spatial context, and students must interpret and present geographical data.

At the global scale, students might investigate, for example:

- Global conflicts about resource allocations such as water
- Global causes and impacts of whale hunting
- Global impacts of deforestation and land degradation
- Impacts of tourism around the world
- Global climate change
- Global waste-management issues, such as the Great Pacific Garbage Patch
- Global inequalities, for example, in access to education or vaccinations
- Energy options, such as coal-seam gas, nuclear, solar, tidal, or wind

Assessment

Data interpretation inquiries, fieldwork, presentations and reports.

History

Year 10 History

Length of Course: One semester (*compulsory*)

Learning Area: Humanities

Pre-requisites: Nil

History at Year 10 is compulsory.

There are no formal prerequisites for subjects at each level in Humanities but the study of relevant subjects in the previous year is clearly advantageous. Humanities subjects are 'language rich' and students with good reading and writing skills are more likely to achieve success.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The transformation of the modern world provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. Historical understanding is developed through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Content

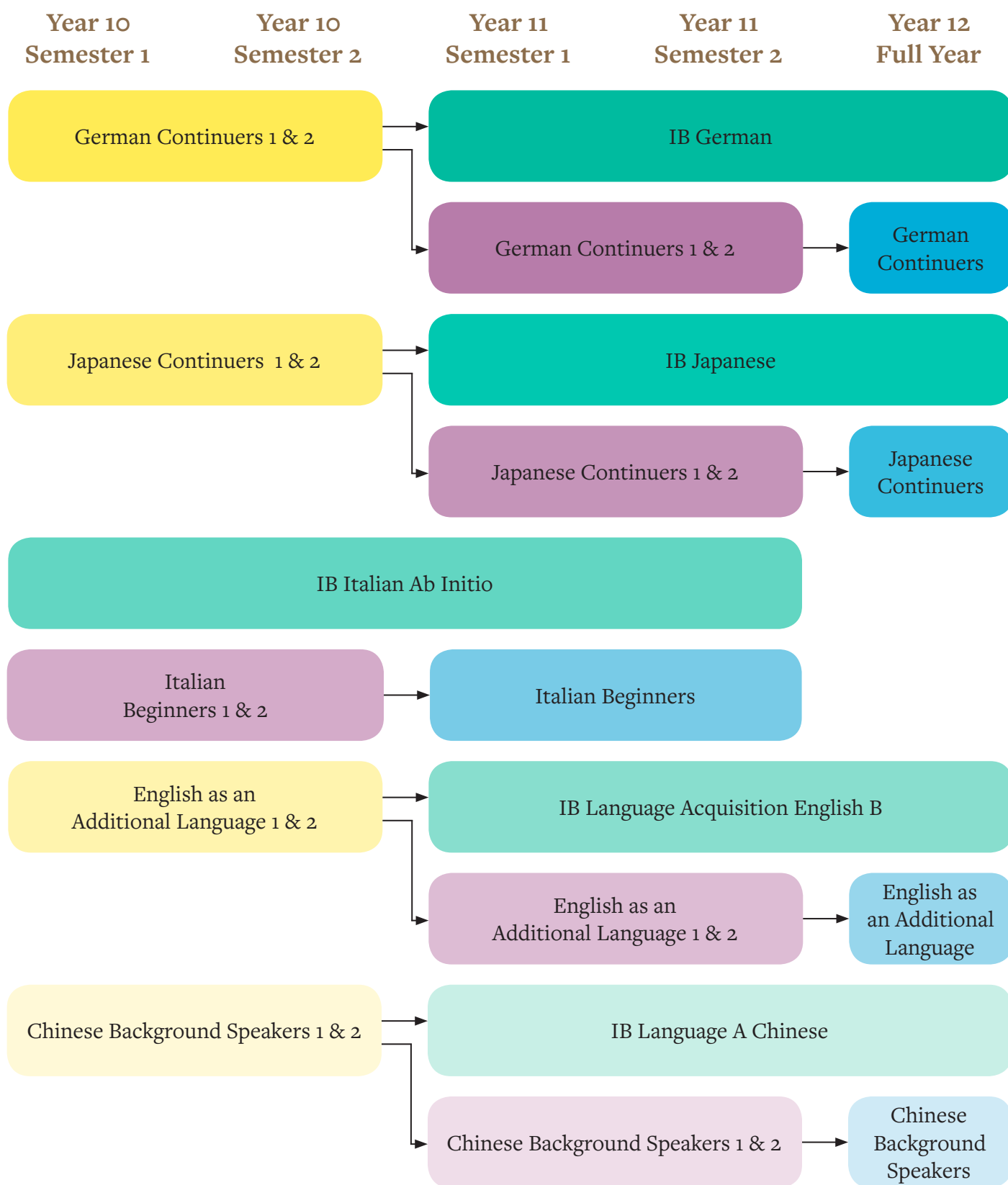
Both historical understanding and historical skills are taught in an integrated way and the key inquiry questions are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Assessment

Essay, sources analysis, tests, historical investigations and oral and multimedia presentations.

LANGUAGES



Jamie Frost
Head of Languages
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Chinese

Year 10 Chinese Background Speakers 1 and 2

Length of Course:	Full year
Learning Area:	Languages
Pre-requisites:	Satisfactory completion of more than one year's education in a country where Chinese is a major language of communication and a medium of instruction.

Semester 1

Content

Prose Study: A range of prose texts is studied, including a novel and an assortment of shorter prose pieces of various types.

Assessment

Essays, creative narrative, expository writing, guided commentaries, oral presentations and reviews.

Semester 2

Content

Poetry Study: Poetry of various types, cultural origins and eras is studied.

Film Study: Critical viewing of film as a text, including technical elements.

Connected Text Study: Comparisons are made between two texts of a similar or different genre.

Media/Language Study: A study of the way in which language creates and sustains bias.

Assessment

Essays, oral presentations, report, feature article, guided commentaries and research assignment.

German

Year 10 German Continuers 1 & 2

Length of Course:	Two semesters
Learning Area:	Languages
Pre-requisites:	Year 8 and 9 German (recommend minimum Grade 4 - Phase 2)

Content

Students study entertainment, youth issues, travel, lifestyles and the environment.

Assessment

Students are assessed on their reading, writing, listening and speaking skills throughout the course.

Italian

SACE Stage 1 Italian Beginners 1 & 2 / IB Italian Ab Initio

Length of Course:	Two semesters (<i>SACE Stage 2 Italian is studied in Year 11</i>)
Learning Area:	Languages
Pre-requisites:	Students must not have any previous knowledge of the Italian Language. This course is designed for both IB Diploma and SACE students

Students should note that the beginners-level program, by its very nature, necessitates a process whereby eligibility for enrolment can be demonstrated. Students will therefore need to show that they have little or no previous knowledge and/or experience of the language (whether written or spoken) and to sign a declaration to this effect. Students at Woodcroft College undertake the Italian language for the first time in Year 10.

Students study prescribed topics and subtopics within themes. The topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts and interpreting texts.

Content

The prescribed themes and topics should be studied from two interdependent perspectives:

1. **The Personal World**

Through the perspective 'The Personal World', students use Italian to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context.

2. **The Italian speaking Communities**

Through the perspective 'The Italian-speaking Communities', students enquire about and express ideas in Italian. This enables them to participate appropriately and understand a range of values, attitudes and practices in communities where Italian is spoken.

There are three interconnected prescribed themes:

1. Relationships
2. Lifestyles
3. Experiences

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through:

- Interaction
- Text Production
- Text Analysis.

Japanese

Year 10 Japanese Continuers

Length of Course:	Two semesters
Learning Area:	Languages
Pre-requisites:	Year 8 and 9 Japanese (recommend minimum Grade 4 - Phase 2)

Content

While further developing their Kanji knowledge, students learn how to discuss daily routines, leisure, family relations and travel in Japan in a variety of contexts. Letter writing, blogs and emails are also covered.

Assessment

Students are assessed on their reading, writing, listening and speaking skills throughout the course.

English as an Additional Language

English (or English as an Additional Language) is a compulsory subject at both Year 10 and Year 11. English as an Additional Language is designed for students who have recently arrived in Australia. Essential English in Year 11 is a terminating course, designed for students who have chosen not to study English in Year 12, who are involved in the VET Program or who will benefit from the flexibilities of the course.

Year 10 English as an Additional Language 1

Length of Course:	One semester (Semester 1)
Learning Area:	English
Pre-requisites:	Compulsory for students recently arrived in Australia. Students who meet eligibility requirements (scale 10 or below) may enrol at Year 10

Content

Common Assessment Task: Narrative

Prose Study: A range of prose texts is studied, including a novel and an assortment of shorter prose pieces of various types.

Survival Unit: Students are introduced to the subject of survival through a text studied in class which leads to a detailed final project.

Grammar Study: Students are introduced to specific grammatical points which are incorporated into the assessment tasks.

Assessment

Creative narrative, expository writing, guided commentaries, research assignment, creation of visual texts and oral presentations.

Year 10 English as an Additional Language 2

Length of Course:	One semester (Semester 2)
Learning Area:	English
Pre-requisites:	Compulsory for students recently arrived in Australia

Content

Film Study: Critical viewing of a film as a text, including technical elements.

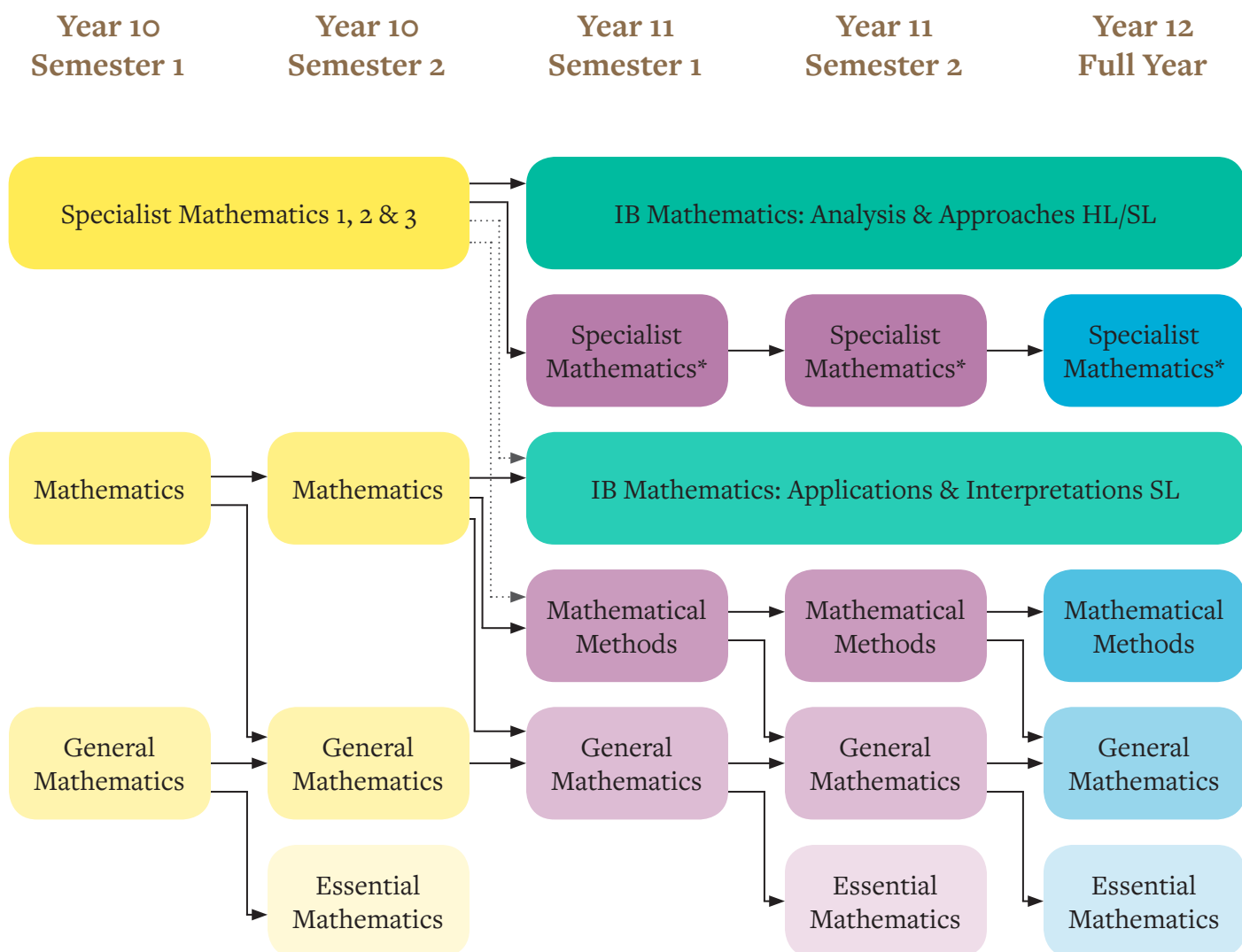
Connected Text Study: Comparisons are made between two texts of a similar or different genre.

Academic Writing Study: Students are introduced to different kinds of academic writing which is integrated into their connected text study.

Assessment

Essays, oral presentations, review, guided commentaries and creative narrative.

MATHEMATICS



*Specialist Mathematics must be studied in conjunction with Mathematical Methods

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Essential Mathematics

Year 10 Essential Mathematics

Length of Course: One Semester (Semester 2 only)

Credits: 10

Learning Area: Mathematics

Pre-requisites: Nil

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Technologies, such as spreadsheets and graphic calculators are used throughout the course to engage students and promote understanding of key concepts.

This course is a terminating subject for students who wish to complete their numeracy requirement of the SACE in Year 10.

Content

Topics cover a range of applications of mathematics, including General calculations, Measurement and Geometry, Money Management, and Statistics.

Assessment

Students are assessed using tests and investigations with and without the use of technology.

General Mathematics

Year 10 General Mathematics (1 and 2)

Length of Course:	Full year
Learning Area:	Mathematics
Pre-requisites:	Nil

Students consolidate their mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Technologies, such as spreadsheets, dynamic geometry software, Desmos and graphic calculators are used throughout the course to engage students and promote understanding of key concepts.

This course is designed for students who wish to complete General Mathematics in SACE Stage 1.

Content

Topics cover a range of applications of mathematics, including Money and Financial Mathematics, Patterns and Algebra, Linear and non-Linear Relationships, Units of Measurement, Pythagoras and Trigonometry, and Data Representation and Interpretation.

Assessment

Students are assessed using tests and investigations with and without the use of technology. This course has a 100-minute examination at the end of each semester.

Mathematics

Year 10 Mathematics (1 and 2)

Length of Course:	Full year
Learning Area:	Mathematics
Pre-requisites:	IB Grade 5 Year 9 Mathematics or IB Grade 4 Year 9 Extended Mathematics

Mathematics is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content and applications.

Technologies, such as spreadsheets, dynamic geometry software, Desmos and graphic calculators are used throughout the course to engage students and promote understanding of key concepts.

This course is designed for students who wish to complete SACE Stage 1 Mathematical Methods or IB Mathematics: Applications & Interpretations SL.

Content

Core topics include Patterns and Algebra, Linear and non-Linear Relationships, Numbers Systems, Pythagoras and Trigonometry, Probability, and Data Representation and Interpretation.

Assessment

Students are assessed using tests and investigations with and without the use of technology. This course has a 100-minute examination at the end of each semester.

Specialist Mathematics

Year 10 Specialist Mathematics (1, 2 & 3)

Length of Course:	Three semesters
Learning Area:	Mathematics
Pre-requisites:	IB Grade 6 Year 9 Mathematics or IB Grade 5 Year 9 Extended Mathematics

Mathematics is organised into topics that broaden and extend students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications and level of sophistication and abstraction.

Technologies, such as spreadsheets, dynamic geometry software, Desmos and graphic calculators are used throughout the course to engage students and promote understanding of key concepts.

This course is designed for students who wish to complete SACE Stage 1 Specialist Mathematics or IB Mathematics: Analysis & Approaches HL/SL.

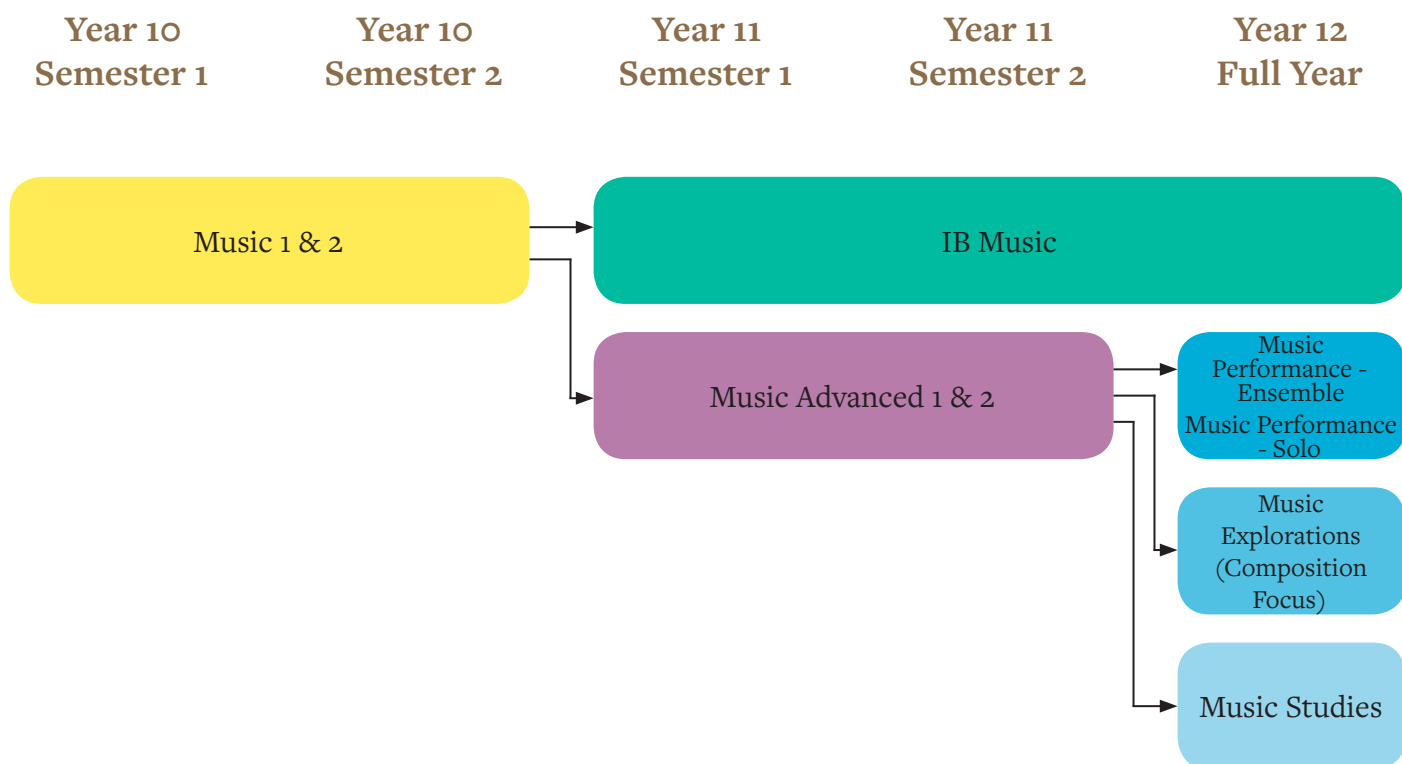
Content

Core topics include Patterns and Algebra, Linear and non-Linear Relationships, Real Numbers (Surds and Logarithms), Pythagoras and Trigonometry, Probability, Further Circle Geometry, Trigonometric Functions, Bivariate Statistics, and Data Representation and Interpretation.

Assessment

Students are assessed using tests and investigations with and without the use of technology. This course has a 130-minute examination at the end of each semester.

MUSIC



Renee McCarthy
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Music

Year 10 Music 1 & 2

Length of Course:	Full year
Learning Area:	Music
Pre-requisites:	Year 9 Music and ongoing Instrumental tuition

- In Year 10 students must continue weekly individual tuition on an instrument and they are encouraged to participate in at least one College Ensemble.
- Students who wish to pursue the SACE Stage 2 Music Performance option must achieve a minimum grade of B- for solo performance and ensemble by the end of the course.
- Students who wish to consider all SACE Stage 2 Music courses must achieve a minimum grade of B- for solo performance and in theory.
- All students must have had a minimum of one year's weekly instrumental tuition on an instrument of their choice.

Accompaniment Provided:

- In Year 10 the College provides Music students with weekly sessions with an accompanist to develop their skills in solo performance.

Content

Practical Component: Ensemble and Solo Performance

- Students participate in weekly class ensemble lessons where they perform a variety of repertoire. All students perform in the Year 10 Class Band at The Arts Showcase
- Students learn to re-arrange covers of songs and to re-interpret songs in their own styles for live performance
- Students develop performance skills and stage presence and complete one solo performance per term

Theoretical Component

- Students study modern theory and harmony including aural, arranging and composition
- Students will use Sibelius in the keyboard lab to complete a Music Folio including arrangements and compositions
- Students will study a variety of musical styles and learn to analyse music practically and through notation

Assessment

One solo performance per term.

Term 1: 3-4 minutes

Term 2: 4 minutes

Term 3: 4-5 minutes or Ensemble Performance

Term 4: 5 minutes,

Ensemble performance with the class band

Theory and aural assessment, an arrangement and composition folio and an end of year exam.

PERSONAL LEARNING PLAN

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Careers Counsellor
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Personal Learning Plan

SACE Stage 1 Personal Learning Plan

Length of Course:	One semester (<i>compulsory</i>)
Credits:	10
Learning Area:	Personal Learning Plan
Pre-requisites:	Nil

The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Aim

The PLP helps students to:

- Plan their personal and learning goals for their future
- Make informed decisions about their personal development, education, and training
- Understand the seven capabilities and how these can assist them to achieve their goals.

Content

Developing goals for the future will engage students in activities such as:

- Selecting subjects, courses, and other learning relevant to pathways through and beyond school
- Investigating possible career choices
- Exploring personal and learning goals
- Developing their understanding about the seven capabilities and in particular, choosing one capability to develop.

Assessment

Assessment Type 1 Folio 70%

Students produce evidence for a Folio by:

- Talking about my Capabilities
- Exploring Careers and setting goals
- How Capable Are you? Demonstrating their chosen capability.

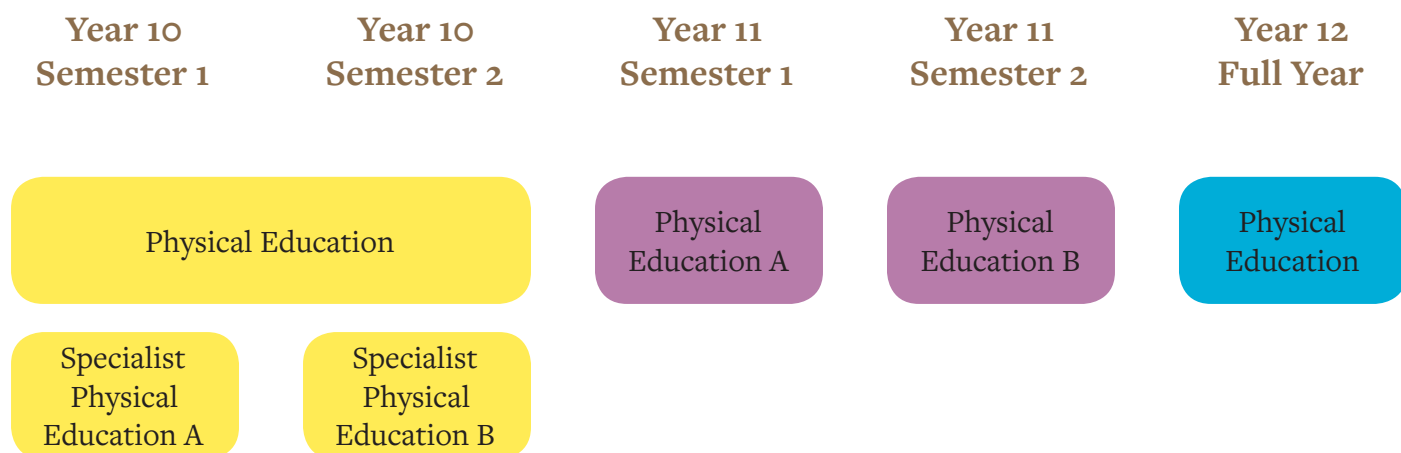
Assessment Type 2 Review 30%

Students:

- Review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve their goals
- Review how they developed their selected capability or capabilities
- Review how the development of their selected capability or capabilities has helped them to achieve their goals.

Students provide four assignments throughout the duration of the course as evidence of their learning for assessment purposes.

PHYSICAL EDUCATION



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Physical Education

Year 10 Physical Education

Length of Course:	One double lesson per week for a full year (<i>compulsory</i>)
Learning Area	Physical Education
Pre-requisites:	Nil

Physical Education at Year 10 is compulsory.

The aim is to develop movement skills and concepts students need to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Physical Education encourage lifelong participation and in turn lead to positive health outcomes. This will build on the previous years' work with a focus on the concepts and knowledge needed to successfully complete Physical Education at a higher level.

Content

- Individual and team based activities that promote skill learning and tactical understanding
- Sports Education – Learning the different roles in sport while playing sport and how to organise and run sporting events
- Teamwork and leadership activities to promote confidence and collaboration

Assessment

Practical application of theory and movement in their work.

Specialist Physical Education

Specialist Physical Education A & B (elective)

Length of Course:	One semester
Learning Area	Physical Education
Pre-requisites:	Nil

This course delves deeper into the specialist nature of physical activity and movement than the compulsory PE course. It introduces the students to elements of SACE PE and the theories senior PE students encounter.

Content

This course is designed to allow the student to improve their performance by using theories from PE.

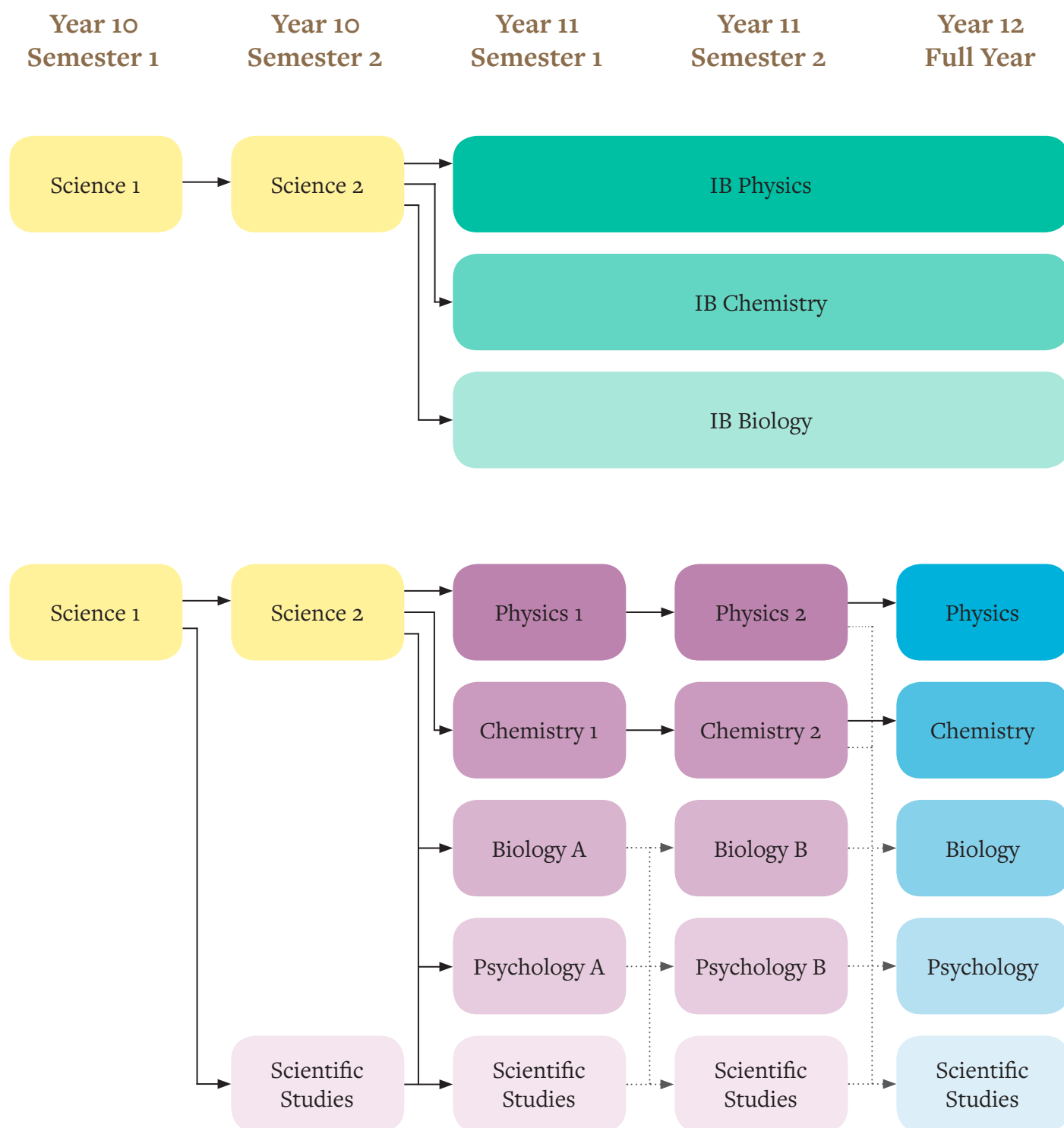
- Coaching – developing the skills to plan and coach activities for coaching younger children
- Volleyball – understanding biomechanics and how it effects volleyball performance
- Flag football – understanding how a skill is learnt and developed in order to improve performance

Each activity will have an integrated task to allow the students to demonstrate their knowledge of the concepts involved in each activity. Students will be expected to demonstrate the application of theory in their practical lessons.

Assessment

Practical application of theory in their work and research assignments based on the topics.

SCIENCES



Tracey Matyk
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Science

Year 10 Science 1 & 2

Course Length:	Full year (<i>compulsory</i>)
Learning Area:	Sciences
Pre-requisites:	Nil

Science at Year 10 is taught as an integrated subject. This provides students the opportunity to explore each of the major branches; Physics, Chemistry, Biology and Earth and Space Science. Students are engaged in activities which require them to deconstruct problems, design investigations and explore contemporary issues such as Climate Change and Genetic Engineering.

Content

Semester 1

Chemical Sciences:	The Periodic Table: Does the organisation of facts lead to greater understanding?
Physical Sciences:	Conservation of Energy: Can we ever have unlimited energy?
Biological Sciences:	Genetics and Evolution: How does DNA tell us the story of our past?
Earth and Space Science:	The Big Bang: Is the key to improving our future found in the knowledge of the past?

Semester 2

Chemical Sciences:	Chemical Reactions: Does an understanding of the manipulation of chemical reactions lead to better materials production?
Physical Sciences:	Newton's Laws of Motion: How does an understanding of motion serve our needs?
Earth and Space Science:	Global Systems: Is it possible for humans to live in harmony with the Earth?

Assessment

Over the course of the year students are engaged in various practical, technological and theoretical activities to assess their learning.

This may include using traditional laboratory equipment and digital sensors, constructing models, researching literature, deconstructing problems, designing and reporting on investigations and participating in tests and examinations.

Scientific Studies

SACE Stage 1 Scientific Studies

Course Length:	One semester (Semester 2 only)
Credits:	10 (half year)
Learning Area:	Sciences
Pre-requisites:	Nil

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways and life.

Content

The content of this course may include a combination of these topics or others, dependent on student interest and staff expertise:

- Bio-technology
- Climate Science and Renewable Energy
- Physiology and Infectious Disease
- Agricultural and Food Chemistry
- Simple Machines and Construction
- Air and Space Exploration

Assessment *(for 10 credits / One semester course)*

Inquiry Folio

- 2 tasks with a focus on science inquiry skills
- 1 investigation with a focus on science as a human endeavour

Collaborative Inquiry

- Students collaborate to design and conduct an investigation related to the program of study.

VISUAL ARTS

Year 10 Semester 1	Year 10 Semester 2	Year 11 Semester 1	Year 11 Semester 2	Year 12 Full Year
Visual Arts A	Visual Arts B	Visual Arts A	Visual Arts B	Visual Arts
Photography A	Photography B	Creative Arts Photography A	Creative Arts Photography A	
		Design A	Design B	Design
		IB Art		

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Photography

Year 10 Photography A & B

Length of Course: One semester

Learning Area: Arts

Pre-requisites: Nil

Content

Students will be introduced to the Art of Photography. They will:

- Develop an understanding of the camera and post production editing tools
- Evaluate their own Photographic work and other practitioners from different cultures, times and places
- develop and refine techniques and processes to represent visual ideas and subject matter in their Photographic work.

Practical Component

Students will complete a series of Photographic images based on a theme and display in an Exhibition at the College.

Theoretical Component

Students will critically analyse other Photographic practitioners.

Assessment

Students will complete a Visual study of techniques and a Folio of work recorded in a developmental workbook throughout the process of working.

Visual Arts

Year 10 Visual Arts A & B

Length of Course:	One semester
Learning Area:	Arts
Pre-requisites:	Nil

Content

Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Practical Component

Students will complete major pieces of art or design work per semester exploring a range of different mediums.

Theoretical Component

Students will study a range of relevant topics, artists and art movements.

Assessment

Two major pieces of work and developmental workbook.

VOCATIONAL EDUCATION & TRAINING

Year 10 Semester 1	Year 10 Semester 2	Year 11 Semester 1	Year 11 Semester 2	Year 12 Full Year
		Workplace Practices 10 credits including WXP induction	Workplace Practices 10 credits	Workplace Practices 20 credits including 50-60hrs compulsory WXP
Work Experience (WXP) Induction			Work Experience Induction	Work Experience Induction
Work Experience Not compulsory. Undertake in holiday breaks. White Card may be required for construction placements		Work Experience Compulsory for TGSS funded training courses.		Work Experience Required for TGSS funded training courses prior to SACE completion
VET Direct Any out of school hours vocational training options		VET Direct Including TGSS Funded options where SACE completion is a requirement VET in Schools - 1 day per week or flexible options with a Registered Training Organisation (RTO)		
		VET Direct Including TGSS Funded options beginning Semester 2 VET in Schools - 1 day per week or flexible options with RTO		
School-Based Traineeships (SBAT) Endorsed as an integral part of SACE, after career pathway check interview				
		School-Based Traineeships (SBAT) Endorsed as an integral part of SACE, negotiated after career pathway check interview		
Application process for SBAT hosted at Woodcroft College		AFL Sport Ready School-Based Traineeship Limited to one selected Year 11 trainee per year, two-year commitment		

Caroline Camens
VET Manager
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Vocational Education and Training

VET in SACE Preparation and VET Direct

Credits:	Up to 70 credits over Stage I or 2 could be recognised from Vocational Training courses.
Learning Area:	Recognised Learning
Pre-requisites:	Nil, unless literacy and numeracy* are a requirement to select the vocational qualification of interest

Year 10 students may select vocational training as a flexible option where course delivery is after school hours or through on-line enrolment and delivery. A guidance meeting is highly recommended with parent(s) and student to assist consultation of vocational interest in career pathway planning and discuss requirements and implications to SACE, future training and funding particularly in the case of employers offering School-based traineeships.

The SACE provides students with an increased capacity to include VET as part of their study. This is a key mechanism for facilitating successful transitions from school to further study or work. For SACE students studying VET Direct in 2020, 70 hours of accredited VET calculated from the successfully achieved qualification competencies will be recognised as 10 SACE credits at Stage 1 or 2 level. 35 hours of accredited VET can equal 5 SACE credits. The published SACE Board VET Recognition Register will determine which training qualifications receives recognition and at what stage. The system will calculate certificate levels to advantage the student. Generally, Certificate I and II level training will be linked to Stage I credits and Certificate III and higher will be linked to Stage 2 credits.

Preparation for VET Direct as a 1 day per week VET in Schools delivery in Years 11 and 12 is highly recommended in Year 10. This can involve;

- *Selecting appropriate level English and Mathematics at school for success in selected vocational field
- White Card training (1-day safety theory recognised for the construction/building industry)
- Work Experience Induction (mandatory 5-hour preparation for work placement/work experience)
- Work Experience
- Training Guarantee for SACE Students (TGSS) Application (Eligibility criteria includes 16yo prior to course commencement, prior experience in the field of interest through work experience or prior training course and desire to complete SACE).

The VET Manager can assist in sourcing training providers and discuss courses that have flexible learning options to fit with Year 10 study on request. In the past students have undertaken studies in;

- Business Administration via on-line
- Community Services - Child Care and Education Support via on-line
- Fitness via on-line
- Information Technology (Media) / Game design via after hours face-to-face delivery
- Makeup via after hours face-to-face delivery.

It is highly recommended that students make contact 4-5 weeks prior to school holiday breaks to arrange work experience and in Semester 2 for discussions and applications for VET in Schools courses for Year 11. Communication will also occur as students seek interest in or sign up for a School-Based Traineeship (SBAT) via their casual employment to discuss advantages and implications for other vocational training in their future career plan before full endorsement by Woodcroft College.



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