

YEAR 11 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 11 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 11 is an important year and an opportunity for students to explore a wider range of subjects which align with their interests and strengths. This should be viewed as a year to sample subjects which they are considering for future study, and to challenge themselves academically.

Woodcroft College prides itself on the wide range of subjects offered and on its ability to cater for a varied cohort of students. The counselling 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 in making a success of it.

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 with the email received by students.

Students choosing subjects for Year 11 will have the opportunity to receive assistance in Tutor Group and will also attend a 1:1 counselling interview with their parents and a staff member to ensure that selected subjects match each student's desired pathway and future aspirations. A portal booking link will be sent to parents later in term 3, where a preferred timeslot for Wednesday 4th September can be selected.

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:

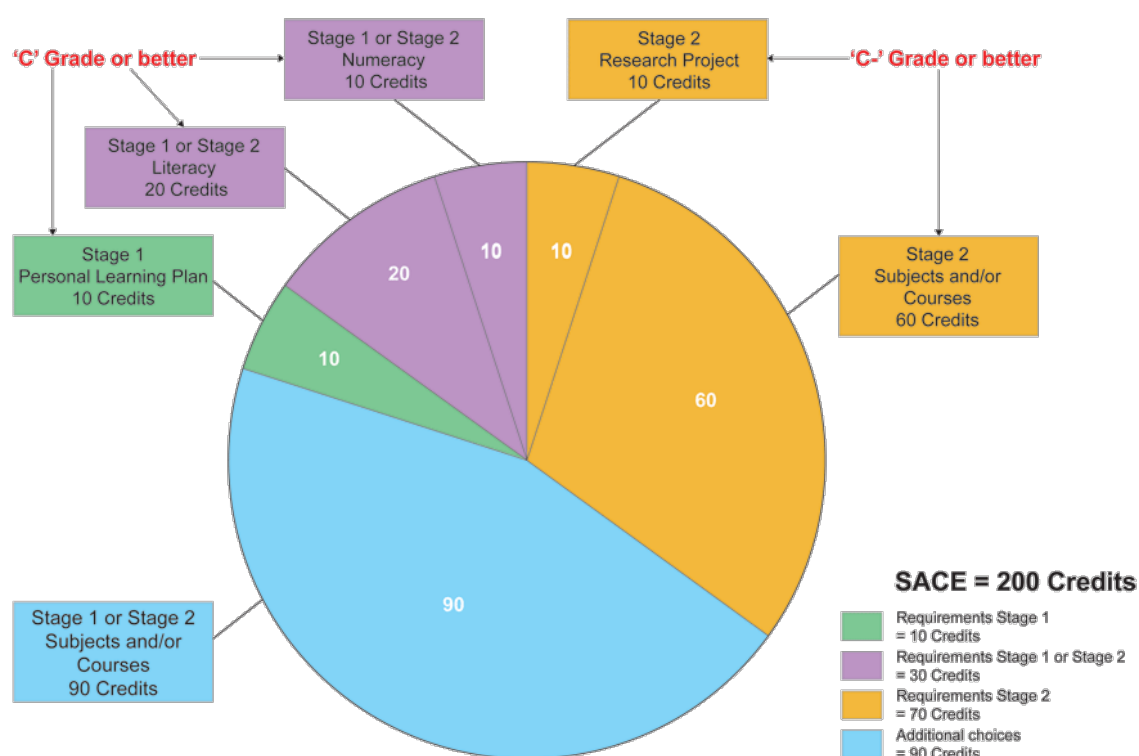
- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community-developed programs) provided they are recognised by the SACE Board
- Be able to return to their studies at any time in the future to complete the 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.

Creativity, Activity and Service (CAS)

This is a compulsory component of the IB Diploma.

Aim

- To provide a challenge to each student in the three areas - Creativity, Activity and Service
- To provide opportunities for service
- To complement the academic disciplines of the curriculum and to provide balance to the demands of scholarship placed upon the IB student
- To challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility
- To encourage the development of students' individual skills and interests.

Content

A student is expected to devote 3 or 4 hours per week to CAS, with time distributed between creativity, activity and service. Concurrency of learning is important in the Diploma Program. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the program and certainly for at least 18 months.

Assessment

Assessment in this aspect of the IB combines self and school evaluations. The nature of each is intended to develop a profile of a student's commitment to the program and assurances that each section has been met with an appropriate balance. Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes. A school's CAS program is regularly monitored by the relevant regional office.

Extended Essay

This is a compulsory component of the IB Diploma.

The EE Grade along with the TOK Essay can gain up to 3 points towards the final total of 45.

Aim

To provide candidates with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research and on the communication of ideas and information in a logical and coherent manner.

Content

The choice of subject must be taken from the list of available subjects.

The essay must be written on a topic from within one of the student's subjects.

The Extended Essay must include:

- An Introduction
- Development
- Conclusion
- Bibliography

Assessment

The Extended Essay must be between 3500 and 4000 words. All Extended Essays are externally assessed by IBO Examiners.

Theory of Knowledge

This is a compulsory component of the IB Diploma.

Aim

The aims of the Theory of Knowledge (TOK) program are that students:

- Develop an understanding of why critically examining knowledge claims is important
- Develop a critical capacity to evaluate beliefs and knowledge claims
- Make interdisciplinary connections
- Become aware of the interpretative nature of knowledge including personal and ideological biases
- Consider that knowledge may place responsibilities on the knower
- Understand the strengths and limitations of individual and cultural perspectives
- Develop a concern for rigour in formulating knowledge claims and intellectual honesty.

Content

Knowers and Knowing

- Nature of knowing
- Knowing and Sources of Knowledge
- Justification of Knowledge Claims
- Linking Questions

Ways of Knowing

- Perception
- Language
- Reason
- Emotion
- Faith
- Memory
- Intuition
- Belief

Areas of Knowledge

- Mathematics
- Natural Sciences
- Human Sciences
- History
- The Arts
- Ethics
- Indigenous Knowledge Systems
- Religious Knowledge Systems

Linking Questions

- Belief
- Culture
- Explanation
- Intuition
- Truth
- Certainty
- Evidence
- Interpretation
- Technology
- Values

Assessment

The IBO requires the submission of one essay for external assessment based on any one of the ten titles prescribed by the IBO. The essay must be at least 1200-1600 words. In addition, an oral presentation of approximately 10 minutes is required which is internally assessed by the teacher.

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 11 and 12, three lessons a week are allocated to the Pastoral Care Program. During this time, students participate in such activities as Worship, and Year Level assemblies.

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

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

- Career Counselling
- Study Skills
- Learning Dynamics
- Developmental Psychology
- Relationships
- Resilience
- Gratitude Mindfulness
- Driver Safety Education

The Pastoral Care Program is compulsory for all Year 10 - 12 students.

Pastoral care and personal counselling are high priorities at Woodcroft College. Tutors and Heads of Year 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.

Any questions about the program can be directed to Heads of Year 11 and 12.

Samantha Cross – Head of Year 11/12: cross_s@woodcroft.sa.edu.au

Andrew McLean – Head of Year 11/12: mclean_a@woodcroft.sa.edu.au

Marty Fox - College Pastor and Head of RAVE: fox_m@woodcroft.sa.edu.au

Subject Descriptions

DESIGN, TECHNOLOGY AND ENGINEERING

Year 10 Semester 1	Year 10 Semester 2	Year 11 Semester 1	Year 11 Semester 2	Year 12 Full Year
Food Technology A	Food Technology A	Food & Hospitality A	Food & Hospitality B	Food & Hospitality
Textiles Technology A	Textiles Technology A	Material Solutions - Textiles A	Material Solutions - Textiles B	Material Solutions - Textiles
Child Studies A	Child Studies A	Child Studies A	Child Studies B	Child Studies
Robotics & Electronic Systems A	Robotics & Electronic Systems B	Robotics & Electronic Systems A	Robotics & Electronic Systems B	
Industrial & Entrepreneurial Solutions A	Industrial & Entrepreneurial Solutions B	Industrial & Entrepreneurial Solutions A	Industrial & Entrepreneurial Solutions B	Industrial & Entrepreneurial Solutions

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

Ben Schmidt
Head of Innovative Technologies
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Child Studies

SACE Stage 1 Child Studies A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Design, Technology and Engineering
Pre-requisites:	Nil

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning. They explore concepts such as the development, needs and rights of children, the value of play, concepts of childhood and families and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition and the health and well-being of children.

In this subject, the emphasis is on providing students with opportunities for active learning processes. Students develop their capabilities for citizenship and personal development through collaborative activities and investigations and their reflections on issues and trends related to child studies in a range of settings.

Content

Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children - communicating positively with children, nutrition, basic needs of children
- Children in Wider Society - contemporary issues, the media and children, the implications of technology for childhood health and wellbeing
- Children, Rights and Safety, ethical issues.

Specific topics may include:

- Working with Reception to Year 3 children
- Preparing food for children
- Craft activities
- Outdoor activities
- Caring for virtual babies

Assessment

Assessment at Stage 1 is school based.

For a 10 credit subject, students should provide evidence of learning through four assessment tasks. Students demonstrate evidence of their learning through:

Assessment Type 1: Practical Activity - An action plan or research task, practical application, an individual evaluation report.

Assessment Type 2: Group Activity - A collaborative action plan and/or collaborative research task, group practical application, an individual evaluation report.

Assessment Type 3: Investigation - Students identify, investigate and reflect on a contemporary issue related to child development in the community. e.g. field work, observations, case studies, guest speakers, interviews and survey work.

Industrial and Entrepreneurial Solutions

SACE Stage 1 Design, Technology and Engineering Industrial & Entrepreneurial Solutions A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Design, Technology & 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.

In Stage 1 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

SACE Stage 1 Design, Technology and Engineering Robotics & Electronic Systems A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Design, Technology & 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.

In Stage 1 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

Material Solutions - Textiles

SACE Stage 1 Material Solutions (Textiles Technology) A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Design, Technology and Engineering
Pre-requisites:	Nil

Students design and create products or systems that meet a design brief and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices and products of individuals, society and/or the environment and develop insights into the uses of technology in future contexts.

This subject provides opportunities to develop design thinking, acquisition of practical skills and techniques, demonstrate critical and creative thinking and innovation.

Content

Students are involved in activities to:

- Identify a problem or opportunity followed by an investigation and research
- Design a product or products
- Develop individual skills to complete tasks
- Construct a product/products.

Specific topics may include:

- Designing with e-textiles (electronic textiles)
- Fashion design and trends
- Garment construction

Assessment

Assessment at Stage 1 is school based.

For a 10 credit subject, students should provide evidence of learning through three assessment tasks. Students demonstrate evidence of their learning through:

Assessment Type 1: Specialised skills tasks (multimodal form)

Assessment Type 2: Design process and solution

- Part 1 - Design development (Folio)
- Part 2 - Solution realisation (create a product and evaluate)

Food and Hospitality

SACE Stage 1 Food and Hospitality A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Design, Technology and Engineering
Pre-requisites:	Nil

In Food and Hospitality students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. Learning is demonstrated through the application of knowledge and skills in practical activities and through investigation and analysis of issues related to food and hospitality.

Content

Students study topics within one or more of the following five areas of study:

- Food, the Individual and the Family - healthy eating practices, food allergies and dietary restrictions in relation to children and adults
- Local and Global Issues in Food and Hospitality - sustainable practices in food preparation
- Trends in Food and Culture - impact of technology and sociocultural influences
- Food and Safety
- Food and Hospitality Careers.

Specific topics may include:

- Desserts
- Tasting plates
- Street food
- Gourmet pizzas
- Baking
- Catering functions

Assessment

Assessment at Stage 1 is school based.

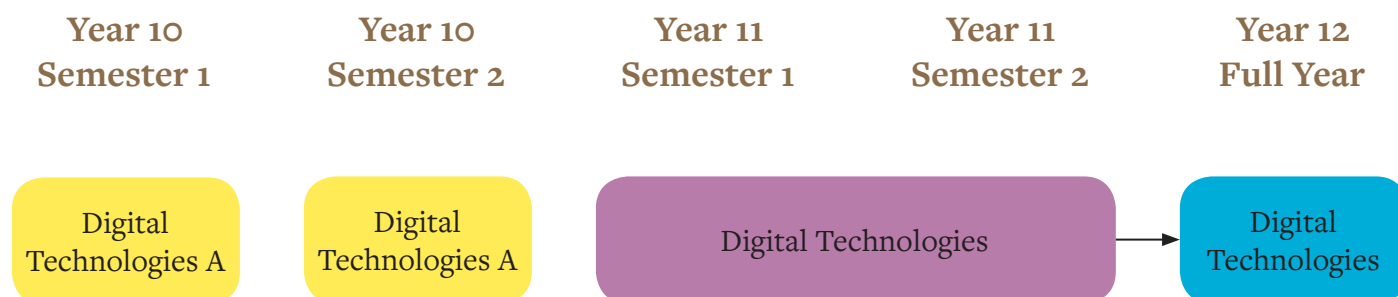
For a 10 credit subject, students should provide evidence of learning through four assessment tasks. Students demonstrate evidence of their learning through:

Assessment Type 1: Practical Activity - An action plan or research task, practical application, an individual evaluation report.

Assessment Type 2: Group Activity - A collaborative action plan and/or collaborative research task, group practical application, an individual evaluation report.

Assessment Type 3: Investigation - Students identify, investigate and reflect on a contemporary issue related to the food and hospitality industry or to food and hospitality in a family and community setting. e.g. field work, observations, case studies, guest speakers, interviews and survey work.

DIGITAL TECHNOLOGIES



Tony Nixon-Smith
Head of Digital Technologies
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Digital Technologies

SACE Stage 1 Digital Technologies 1 & 2

Credits:	20 (full year)
Learning Area:	Digital Technologies
Pre-requisites:	Nil

Digital Technologies have changed the ways in which people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions.

At the end of the program in Stage 1 Digital Technologies students should be able to:

- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively.

Content

The study of Digital Technologies at Stage 1 is organised into the following topics;

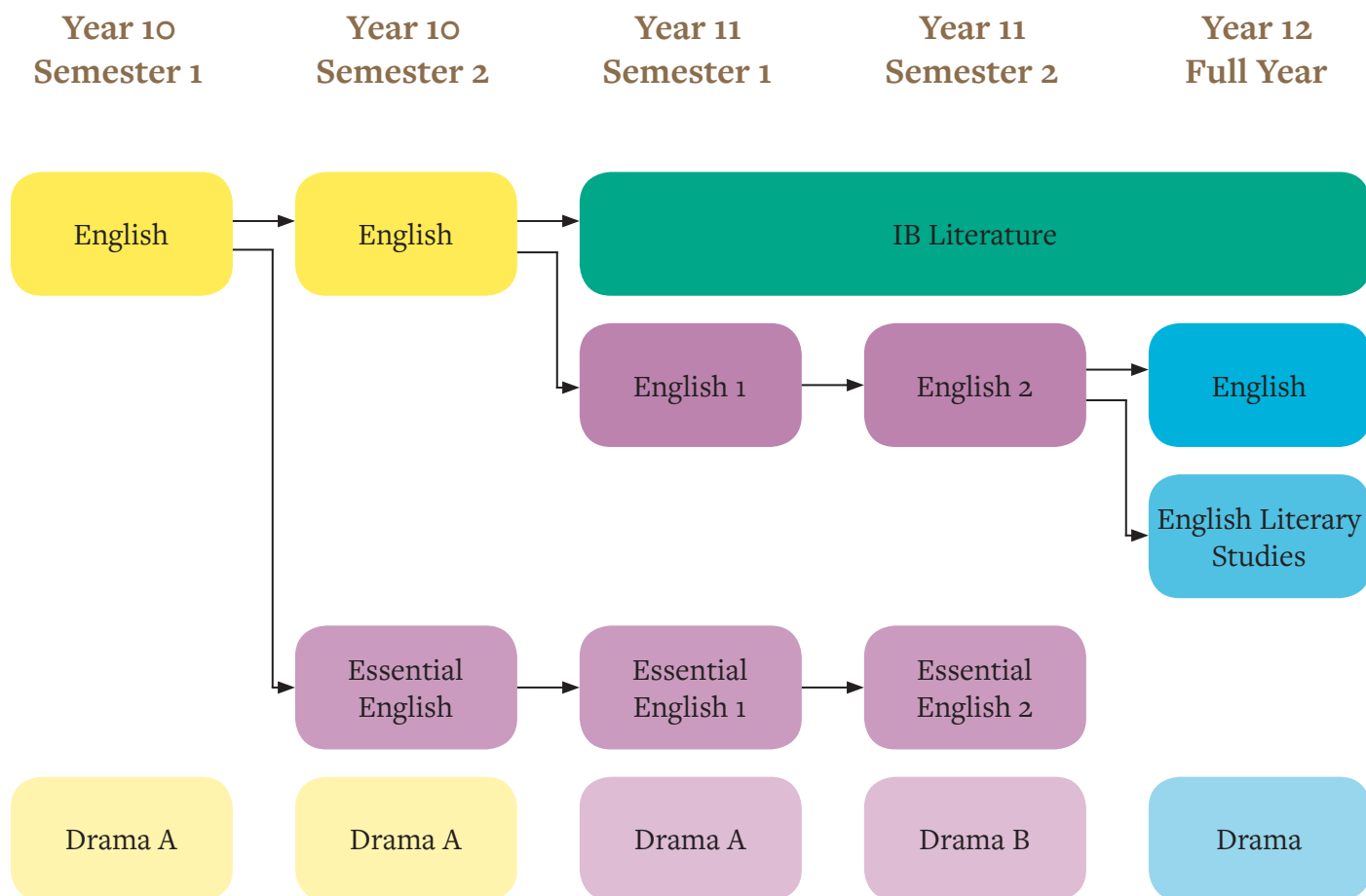
- Programming
- Advanced Programming
- Data Analytics
- Exploring Innovations

Assessment

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

- Project Skills
- Digital Solution

ENGLISH



Kerri Proctor
 Head of English
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IB Language A: Literature

Language A: Literature is a literature course that may be studied in as many as eighty languages. At Woodcroft, mother tongue Chinese speakers may undertake this course in Chinese.

In the Language A: literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature. Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Content

Readers, writers and texts – works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature.

Time and space – works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways these might both reflect and shape society at large.

Intertextuality: connecting texts – works are chosen to provide students with an opportunity to extend their study and make comparisons in various topics. The development of critical responses grounded in an understanding of the complex relationships among literary texts is essential to this study.

Assessment SL

External assessment (3 hours) 70%

Paper 1 Guided literary analysis (1 hour 15 minutes)

Paper 2 Comparative essay (1 hour 45 minutes)

Internal assessment 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral commentary and discussion (10 minutes)

Students present a formal oral commentary and answer subsequent questions on an extract from a work studied, followed by 5 minutes of questions by the teacher.

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Assessment HL

External assessment (4 hours)

80%

Paper 1 Guided literary analysis (2 hours 15 minutes) 35%

Paper 2 Comparative essay (1 hour 45 minutes) 25%

HL essay (1200-1500 words) 20%

Internal assessment

20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral commentary and discussion (15 minutes)

Students present a formal oral commentary in part 2 with subsequent questions followed by a discussion based on one of the other part 2 works. (30 marks)

English

SACE Stage 1 English 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	English
Pre-requisites:	C-grade or higher at Year 10 English

English is a compulsory 2 unit sequence at Stage 1 and students must achieve a 'C' grade for both semesters.

Content

English 1 (*Semester 1*)

All students complete 4 assessment tasks, comprising:

1. Responding to a Text: Film Analysis
2. Creating a Text: Persuasive Speech on a Charity (multimedia presentation)
3. Intertextual Study: Novel and Film Written Response
4. End of semester examination: Poetry Commentary

English 2 (*Semester 2*)

All students complete 4 assessment tasks, comprising:

1. Responding to a Text: Novel Study
2. Creating a Text: Monologue
3. Intertextual Study: Oral Response
4. End of Semester Examination: Shakespeare Commentary

Assessment (*each Semester*)

Assessment at Stage 1 is school based.

Students demonstrate evidence of their learning through:

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 25%

Assessment Type 3: Intertextual Study 25%

Essential English

SACE Stage 1 Essential English 1 & 2

Credits: 10 (half year) 20 (full 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 pre-requisite 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

SACE Stage 1 Drama A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	English
Pre-requisites:	Nil

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.

Students analyse texts and other materials, professional theatrical performances and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

The focus capabilities for this subject are communication, citizenship, personal development and learning.

Content

Stage 1 Drama consists of the following three areas of study:

1. Presentation of Dramatic Works - through an on stage or off stage role in the Group Performance
2. Dramatic Theory and Practice
3. Individual Investigation and Presentation

Assessment

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

Group Performance	40%
Folio	30%
Individual Study	30%

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

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Health

SACE Stage 1 Health A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Health and Personal Development
Pre-requisites:	Nil

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, and health care systems, and the challenges of developing and promoting healthy environments and healthy living for adolescents. They examine the impact of interactions between the individual, the family, and the wider community. Students recognise the important role of agencies in addressing health priorities as well as the need to allocate resources to build health and well-being from local to global levels.

Students learn to be proactive in promoting lifelong skills to improve health outcomes and well-being for themselves and their communities.

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. links between health and fitness)
- The Effects of Alcohol, Tobacco, and Other Drugs on Health (e.g. effects of drugs on personal and community use)
- Health and the Environment (e.g. importance of healthy environments)
- Contemporary Health Priorities in Australia (e.g. roles of various community agencies and health professionals)
- Health and Relationships (e.g. importance and impact of relationships on personal health)
- Mental and Emotional Health (e.g. developing positive emotional and mental health strategies)
- Growing Up Healthy (e.g. barriers to growing up healthy).

Assessment

Assessment is school based.

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

Assessment type 1: Issues Response (50%): reflect on current health issues and attitudes (2 tasks)

Assessment type 2: Group Activity (25%): as a group, implement an action on a community/school issue (1 task)

Assessment type 3: Investigation (25%): research a current health topic (1 task)

HUMANITIES

Year 10 Semester 1	Year 10 Semester 2	Year 11 Semester 1	Year 11 Semester 2	Year 12 Full Year
Geography A	Geography 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	

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IB Economics

Aim

The aims of the economics course at higher level and standard level are to:

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- Develop an appreciation of the impact on individuals and societies of economic interactions between nations
- Develop an awareness of development issues facing nations as they undergo the process of change
- Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- Enable the student to collect, describe and analyse data to test hypotheses and to interpret complex data and source material
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of economics requires an appreciation of such diversity
- Enable the student to recognise that the content and methodologies of the subject is contestable and that their study requires the tolerance of uncertainty.

Content

- Section 1: Microeconomics
Section 2: Macroeconomics
Section 3: International economics
Section 4: Development economics

Assessment

Students will be assessed throughout the course and on all four topics focusing particularly on extended-response questions; short answer questions; data-response questions and the completion of commentaries (based on a news media extract, linking economic theory to a real-world situation).

SL Assessment Outline

External assessment (3 hours)

- | | |
|--|-----|
| • Paper 1 (1 hour and 30 minutes) - An extended response paper | 40% |
| • Paper 2 (1 hour and 30 minutes) - A data response paper | 40% |

Internal assessment (3 x 750 word commentaries)	20%
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HL Assessment Outline

External assessment (4 hours)

- | | |
|--|-----|
| • Paper 1 (1 hour and 30 minutes) - An extended response paper | 30% |
| • Paper 2 (1 hour and 30 minutes) - A data response paper | 30% |
| • Paper 3 (1 hour) – HL extension paper | 20% |

Internal assessment (3 x 750 word commentaries)	20%
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IB Geography

Geography is one of the subjects in Group 3 concerned with the study of individuals and societies. Through the study of Geography, students seek to understand the differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space and how these differences are related to people's cultures and economies.

Geography occupies the middle ground between the natural sciences and social sciences. It integrates physical and human geography and employs scientific and socio-economic methodologies. It examines concepts and ideas from a variety of disciplines and helps students to understand alternative approaches, viewpoints and ideas.

Content

The syllabus is divided into 4 parts:

Paper 1 – Optional Themes

Geographic Themes (2 options are studies at SL, 3 options at HL)

- Freshwater – drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

This will be assessed through an external assessment worth 35% for HL and 35% for SL. 45 min per theme in examination.

Paper 2 – Core Theme

Geographic perspectives – global change (HL and SL students)

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource – consumption and security

This will be assessed through a 1 hour 15 minute examination worth 40% for SL and 25% for HL.

Paper 3 (HL only)

Geographic perspectives – global interactions

- Power, places and networks
- Human development and diversity
- Global risks and resilience

This will be a 1 hour exam worth 20%.

Assessment

Internal Assessment

HL and SL students will complete one 2500 word fieldwork report.

It will be internally assessed by the teacher and externally moderated by the IB at the end of the course. It will be worth 25% for SL students and 20% for HL students.

IB History

History is one of the Group 3 subjects relating to Individuals and Societies. History is offered at both Standard Level and Higher Level. The two levels are taught together as much of the content is the same.

Content

At the Standard Level, Two World History topics are studied:

- Authoritarian states (20th century). Case studies from Germany, Italy, Russia and China
- The Cold War: Superpower tensions and rivalries (20th Century)

Each student will be required to submit an historical study, based on an area of student interest.

Additionally, a prescribed topic, assessed through document analysis, will be studied:

- The move to global war
- Case study 1: Japanese expansion in East Asia (1931-1941)
- Case study 2: German and Italian expansion (1933-1940)

At the Higher Level, the course is the same as for Standard with the addition of another topic - History of Europe. Three topics will be studied:

- Italy (1815-1871) and Germany (1815-1890)
- European states in the inter-war years (1918-1939)
- Imperial Russia, revolution and the establishment of the Soviet Union (1855-1924)

Assessment

For the **Standard Level**, assessment consists of three components:

1. Paper 1 is of one hour duration, assessing the document studies. This exam is marked externally. This is worth 30% of the course.
2. Paper 2 is of 1½ hours duration, assessing the two major topics (2 essays). This exam is marked externally. This is worth 45% of the course.
3. The Historical Study. This is marked internally and externally moderated. This is worth 25% of the course.

For the **Higher Level**, assessment consists of four components:

1. Paper 1 is of one hour duration, assessing the document studies. This exam is marked externally. This is worth 20% of the course.
2. Paper 2 is of 1½ hours duration, assessing the two major topics (2 essays). This exam is marked externally. This is worth 25% of the course.
3. Paper 3 is of 2½ hours duration, assessing the Regional Study (3 essays). This is worth 35% of the course.
4. The Historical Study. This is marked internally and externally moderated. This is worth 20% of the course.

Ancient Studies

SACE Stage 1 Ancient Studies

Credits:	10 (half year)
Learning Area:	Humanities
Pre-requisites:	Nil

In Ancient Studies students learn about the history, literature, society and culture of ancient civilisations which may include Asia–Australia, the Americas, Europe and Western Asia and the classical civilisations of Greece and Rome.

Students draw on many other fields of study, including architecture, politics, religion and geography.

Ancient Studies enables students to consider environmental, social, economic, religious, cultural and aesthetic factors that shape societies and provide personal and shared identity.

The focus capabilities for this subject are citizenship, communication and learning.

Content

Students study New Kingdom Egypt and Pompeii.

Assessment

At Stage 1, assessment is school based.

Students demonstrate evidence of their learning through:

Assessment Type 1: Skills and Applications

Assessment Type 2: Inquiry

Business

SACE Stage 1 Business Innovation A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Humanities
Pre-requisites:	Nil

In Stage 1 Business Innovation students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time in which design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Content

10 credit subject students study one context and four learning strands.
20 credit subject students study two contexts and four learning strands.

Two key contexts for study

- Existing business
- Start-up business

Four learning strands for study

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections

Assessment

Assessment at Stage 1 is school based.

Students demonstrate evidence of learning through:

Assessment Type 1: Business Skills (70%)

Assessment Type 2: Business Pitch (30%)

10-credit subject consists of 3 Business Skills Tasks and 1 Business Pitch

20 credit subjects consists of 6 Business Skills Tasks and 2 Business Pitches

Geography

SACE Stage 1 Geography A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Humanities
Pre-requisites:	Nil

Geography deals with the concept of place and what is required to ensure that places are sustainable into the future. Geographers will examine the concept and hazards, their causes and impacts and how people manage the risk. Students will examine a current local or global geographical issue facing the population and the environment.

Through the study of Geography students develop an understanding of the spatial interrelationships of people, places and environments. They develop an understanding of how people interact with environments differently in different places and at different times and of the opportunities, challenges and constraints of different locations. The focus capabilities for this subject are literacy, numeracy, ICT, personal and social capability, critical and creative thinking, ethical understanding and intercultural understanding.

Content

10 credit subject, students study 2 topics from two of the themes.

20 credit subject, students study 4 topics from all three themes.

Theme 1: Sustainable Places

- Topic 1: Urban Places - the growth and development of towns and cities over time, including a focus on sustainability. Includes a fieldwork excursion

Theme 2: Hazards

- Topic 2: Natural Hazards - impacts and management of hazards such as cyclones, bushfires, volcanoes, earthquakes and tsunamis
- Topic 3: Biological and Human Induced Hazards - causes and impacts of hazards such as diseases, nuclear disasters, industrial hazards and terrorism

Theme 3: Contemporary Issues

- Topic 4: Local Issues - an inquiry study into a geographical issue in a local area. Includes a fieldwork excursion

Assessment

Assessment at Stage 1 is school based.

Students demonstrate evidence of their learning through:

Assessment Type 1: Geographical Skills and Applications (70%)

Assessment Type 2: Fieldwork (30%)

10 credit subject consists of 3 'Geographical Skills and Application' tasks and 1 Fieldwork project. 20 credit subject consists of 6 'Geographical Skills and Application' tasks and 2 Fieldwork projects.

History

SACE Stage 1 Modern History

Credits:	10 (half year) 20 (full year)
Learning Area:	Humanities
Pre-requisites:	Nil

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them and their short- and – long term consequences on societies, systems and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives and circumstances. They investigate the ways in which people, groups and institutions challenge political structures, social organisation and economic models to transform societies.

The developments and movements studied are closely connected with democratic political systems and have been subjected to political debate. Students consider the dynamic processes of imperialism, revolution and decolonisation, how these have reconfigured political, economic, social and cultural systems and how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students examine and evaluate the nature of sources for the study of Modern History, explore different interpretations and build their skills in historical method through inquiry.' (SACE Board of SA 2016)

Content

Stage 1 Modern History consists of the following topics that teachers choose from:

- Imperial Expansion
- Perspectives on decolonisation - Vietnam Wars
- Recognition and Rights of Indigenous Peoples
- Movements for Liberation
- Revolution - Russia
- Elective

Assessment

A 10 credit subject consists of:

- The study of two or more topics one of which may be an elective topic
- Three historic skills assessment and one historical study

A 20 credit subject consists of:

- The study of four or more topics, one of which may be an elective topic
- Six historical skills assessments and two historical studies

Legal Studies

SACE Stage 1 Legal Studies

Credits:	10 (half year)
Learning Area:	Humanities
Pre-requisites:	Nil

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society including rights protection, changes in technology and Indigenous Peoples access to justice. They reflect on and make informed judgments about strengths and weaknesses of the Australian legal system. Students consider how and to what degree, these weaknesses may be remedied.

The focus capabilities for this subject are citizenship, personal development and learning.

Students examine the Australian legal system. They read and write about, discuss, analyse and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content

A 10-credit subject consists of at least three of the following topics:

- Law and Society
- People, Structures and Processes
- Law-making
- Justice and Society
- Indigenous Peoples and the Law
- Technology and the Law

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through at least four assessments. Students undertake the following assessment types:

- Folio: 2 tasks, including an examination
- Issues Study
- Presentation - mock trial or debate

Tourism

SACE Stage 1 Tourism A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Humanities
Pre-requisites:	Nil

Stage 1 Tourism can be studied as a 10 credit subject or a 20 credit subject.

Content

The subject consists of four themes and eleven topics.

A 10-credit subject consists of three topics that are informed by the four themes.

A 20-credit subject consists of six topics that are informed by the four themes

Themes

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Topics

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic

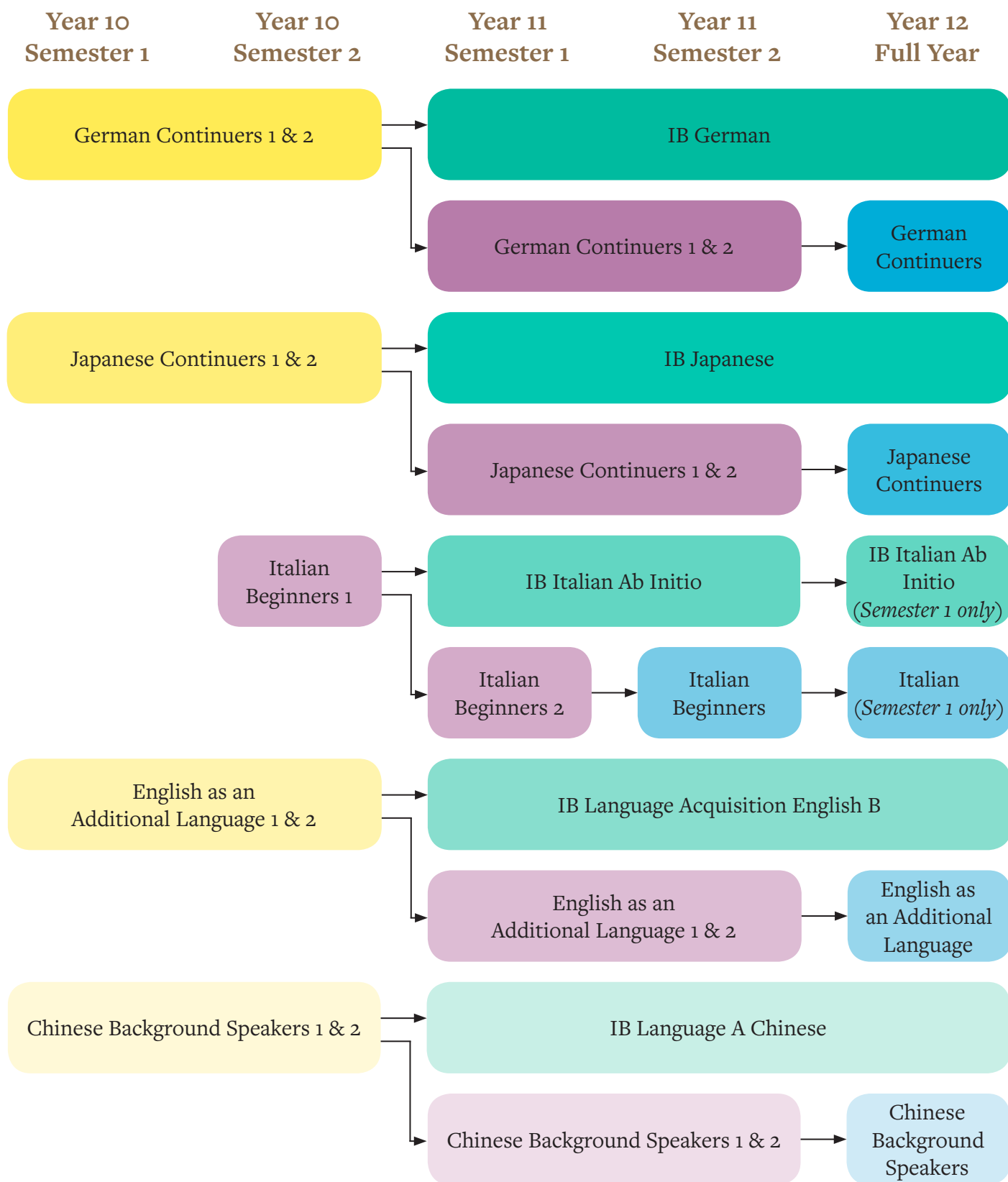
Assessment

Assessment at Stage 1 is school based.

Students demonstrate evidence of their learning through:

- Case Study
- Sources Analysis
- Practical Activity
- Investigation

LANGUAGES



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IB Language B: German, Japanese or English

Language B is a language-learning course designed for students with at least 3 years previous learning of that language. It should be a challenging educational experience for the student; all decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgement.

Aim

The aims of the teaching and learning of Language B are to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Content

Language B is a language acquisition course developed at the Standard Level (SL) at Woodcroft College. While acquiring the language, students will explore the culture(s) connected to it. The focus of the Language B courses is language acquisition and intercultural understanding.

The Language B syllabus is organised into five themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

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Assessment Component

External assessment (3 hours) 75%

Paper 1 (1 hour 15 minutes) 25%

Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes) 50%

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)

IB Language B: Italian *ab initio*

The language *ab initio* course is designed for students with little or no prior experience of the language they wish to study. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language *ab initio* course should be a challenging educational experience for the student.

This subject begins in Semester 2 of Year 10 as the final examination is in May of Year 12.

The aims of the *ab initio* program are:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar
- Develop students' awareness of the importance of language in relation to other areas of knowledge
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Content

The language *ab initio* syllabus is organised into five themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Assessment

External assessment (2 hours 45 minutes) 75%

Paper 1 (1 hour) 25%

Productive skills—writing (30 marks)

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

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Paper 2 (1 hour 45 minutes)**50%**

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment**25%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

Chinese

SACE Stage 1 Chinese Background Speakers 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	Languages
Pre-requisites:	See below

Stage 1 Chinese at background speakers level is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is the major language of communication and a medium of instruction and will have had more than One year of education in that country or in a wholly Chinese-speaking environment.

In locally assessed Chinese at background speakers level, students develop and apply linguistic and intercultural knowledge, understanding and skills. They interact with others to exchange and explain information, opinions and ideas; create texts to express ideas, opinions and perspectives on contemporary issues; and analyse, evaluate and respond to a range of texts.

Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication. Students develop and explain their ideas, opinions and perspectives on prescribed themes and contemporary issues, through their study of texts. They analyse and evaluate texts from linguistic and cultural perspectives, reflecting on how languages work as a system and the ways in which culture is expressed through language. Students compare and contrast texts and analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

Content

Stage 1 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2. The language to be studied and assessed is the modern standard or official version of Chinese.

Throughout the Chinese-speaking communities, Modern Standard Chinese is also known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua. For the purpose of this subject outline, Modern Standard Chinese is Putonghua, both in the spoken form and in the written form. Texts, questions and tasks in the written form will be in simplified characters, but responses can be in either simplified or complex characters. The system of romanisation used in this subject outline is Hanyu Pinyin.

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Prescribed Themes and Prescribed Contemporary Issues

The study of themes, presented through a range of texts, enables students to reflect on how languages work as a system and the ways in which culture is expressed through language. Students develop skills in exchanging, analysing and evaluating information, opinions and ideas.

There are four prescribed themes:

1. China and the World
2. Modernisation and Social Change
3. The Overseas Chinese-speaking Communities
4. Language in Use in Contemporary China

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 at background speakers level:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation/Reflective Response

English as an Additional Language

SACE Stage 1 English as an Additional Language 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	English
Pre-requisites:	See below

English as an Additional Language is designed for students for whom English is an additional language or dialect. To be considered for this subject, students must speak another language at home and be scaled at 11 or below in the EAL Scope and Scales. The capabilities for this subject connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities, they are:

1. Literacy
2. Numeracy
3. Information and Communication Technology capability (ICT)
4. Critical and creative thinking
5. Personal and social capability
6. Ethical understanding
7. Intercultural understanding

Semester 2

Students who obtain a D grade or less will be required to complete alternative, extra tasks under the direction of the Head of English to obtain a C grade or better. This will occur on a Thursday after lunch. In this way, it is anticipated that all students by the end of December will receive a C grade or higher for English at Stage 1.

Content

The subject is based on responding to and composing, oral and written texts in a range of genres and situations. Areas of study include:

- **Text Study:** Students explore a range of written, oral and visual texts, constructed for different purposes and in a range of genres. Texts studied include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers and news broadcasts
- **Investigative Study:** Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice
- **Communication Study:** The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and in particular, the use of texts to persuade, influence and instruct other people

Assessment

Assessment at Stage 1 is school based, Students demonstrate evidence of their learning through 3 assessment types:

Assessment 1: Responding to Texts

Assessment 2: Interactive Study

Assessment 3: Language Study

German

SACE Stage 1 German Continuers 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	Languages
Pre-requisites:	Year 10 German (full year) (Minimum Grade C)

In German at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others to exchange information, ideas, opinions and experiences in German
- Creating texts in German for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- Analysing a range of texts in German to interpret meaning
- Examining relationships between language, culture and identity and reflecting on the ways in which culture influences communication.

Students develop an understanding of how German is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the German-speaking communities and in their own community.

Content

Stage 1 German at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture and identity. The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

Themes and Topics

There are three prescribed themes:

1. The Individual, Culture
2. The German-speaking Communities, History
3. The Changing World, Media

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed languages at continuers level:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation/Reflective Response

Italian

SACE Stage 1 Italian Beginners 2

Credits:	10 (half year) 20 (full year) <i>Semester 2, Year 10 and Semester 1, Year 11</i>
Learning Area:	Languages
Pre-requisites:	SACE Stage 1 Italian Beginners 1

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:

Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Japanese

SACE Stage 1 Japanese Continuers 1 & 2

Credits: 10 (half year) 20 (full year)

Learning Area: Languages

Pre-requisites: Year 10 Japanese

In Japanese at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- Interacting with others to exchange information, ideas, opinions and experiences in Japanese
- Creating texts in Japanese for specific audiences, purposes and contexts to express information, feelings, ideas and opinion
- Analysing a range of texts in Japanese to interpret meaning
- Examining relationships between language, culture and identity and reflecting on the ways in which culture influences communication.

Students develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Content

Stage 1 Japanese at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture and identity. The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

Themes, Topics and Subtopics

There are three prescribed themes:

1. The Individual
2. The Japanese-speaking Communities
3. The Changing World

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed languages at continuers level:

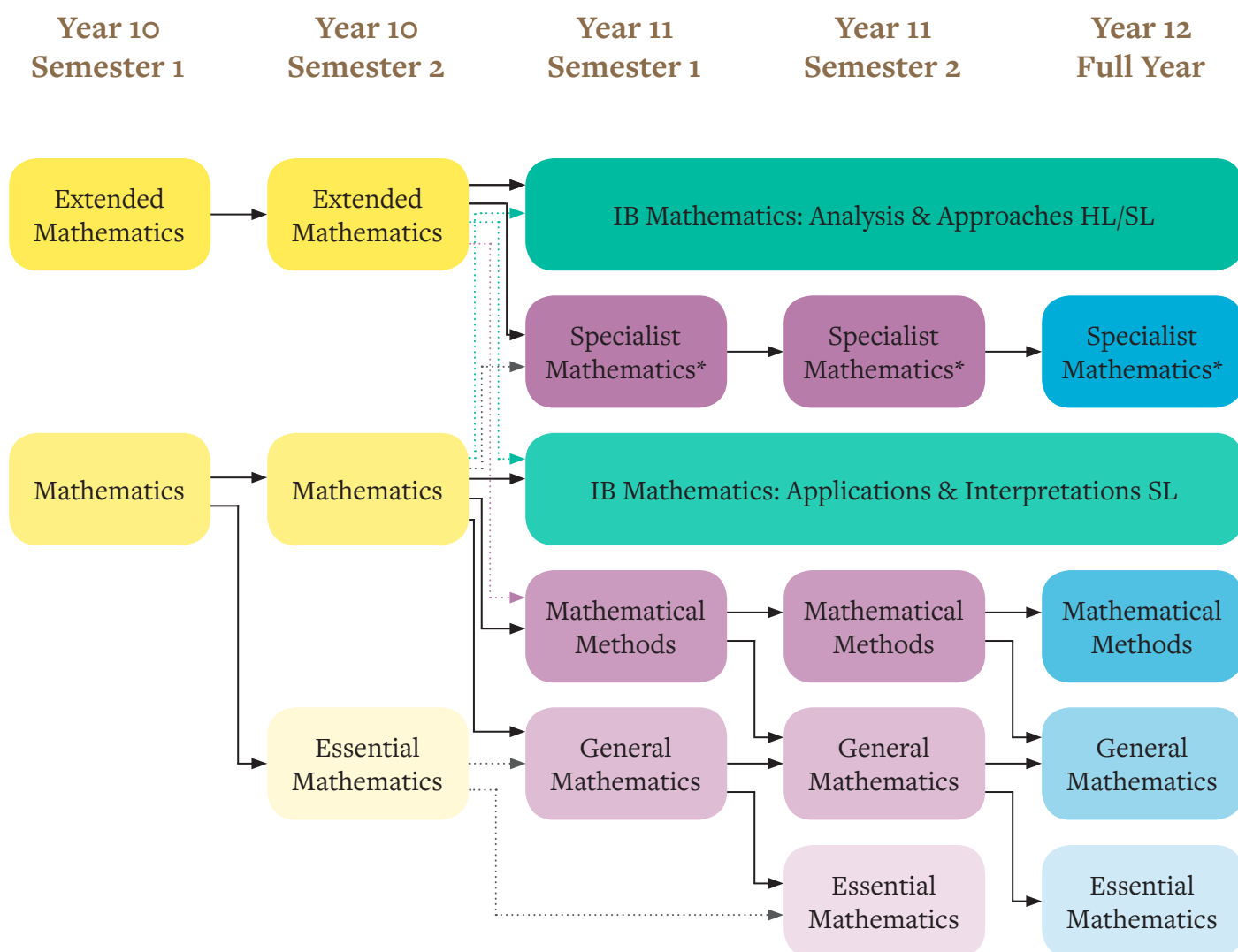
Assessment Type 1: Interaction

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation/Reflective Response

MATHEMATICS



*Specialist Mathematics must be studied in conjunction with Mathematical Methods

Naomi Belgrade
 Head of Mathematics
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IB Mathematics: Applications and Interpretation SL

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

Mathematics: Applications and Interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

Content

Topic 1 - Number and Algebra
Topic 2 - Functions
Topic 3 - Geometry and trigonometry
Topic 4 - Statistics and Probability
Topic 5 - Calculus

Assessment

External assessment

Paper 1 (90 minutes) (40%)

Technology required.

Compulsory short-response questions based on the syllabus.

Paper 2 (90 minutes) (40%)

Technology required.

Compulsory extended-response questions based on the syllabus.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration (20%)

The exploration is an individual piece of written work that involves investigating an area of mathematics.

IB Mathematics: Analysis and Approaches HL/SL

Pre-requisite (SL): Grade B+ in Year 10 Mathematics or Grade C+ in Year 10 Extended Mathematics.

Pre-requisite (HL): Grade A in Year 10 Mathematics or Grade B in Year 10 Extended Mathematics.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

Mathematics: Analysis and Approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

Content

Topic 1 - Number and Algebra

Topic 2 - Functions

Topic 3 - Geometry and trigonometry

Topic 4 – Statistics and Probability

Topic 5 - Calculus

Assessment - SL

External assessment

Paper 1 (90 minutes) No technology allowed (40%)

Section A: Compulsory short-response questions based on the syllabus.

Section B: Compulsory extended-response questions based on the syllabus.

Paper 2 (90 minutes) Technology required. (40%)

Section A: Compulsory short-response questions based on the syllabus.

Section B: Compulsory extended-response questions based on the syllabus.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration (20%)

The exploration is an individual piece of written work that involves investigating an area of mathematics.

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Assessment - HL

External assessment

Paper 1 (120 minutes) No technology allowed. (30%)

Section A: Compulsory short-response questions based on the syllabus.

Section B: Compulsory extended-response questions based on the syllabus.

Paper 2 (120 minutes) Technology required. (30%)

Section A: Compulsory short-response questions based on the syllabus.

Section B: Compulsory extended-response questions based on the syllabus.

Paper 3 (60 minutes) Technology required. (20%)

Two compulsory extended response problem-solving questions.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration (20%)

The exploration is an individual piece of written work that involves investigating an area of mathematics.

Essential Mathematics

SACE Stage 1 Essential Mathematics 1

Credits:	10 (half year) Semester 2 only
Learning Area:	Mathematics
Pre-requisites:	Nil

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Content

Students study the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Data in Context
- Investing

Assessment

Assessment at Stage 1 is school based.

Students demonstrate evidence of their learning through:

- Skills and Applications Tasks (50%)
- Practical Report (50%)

General Mathematics

SACE Stage 1 General Mathematics 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	Mathematics
Pre-requisites:	Nil

General Mathematics extends students mathematical skills in ways that apply to practical problem solving. A problems-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content

Students study the following topics:

- Investing and borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices and Networks

Assessment

Assessment at Stage 1 Mathematics is school based.

Students demonstrate evidence of their learning through:

- Skills and Applications Tasks (70%)
- Mathematical Investigations (30%)

N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. All students are expected to access a TI-84+ graphics calculator.

Mathematical Methods

SACE Stage 1 Mathematical Methods 1 & 2

Credits:	20 (full year)
Learning Area:	Mathematics
Pre-requisites:	At least Grade B in Year 10 Mathematics. At least Grade C in Year 10 Extended Mathematics.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals and by mathematically modeling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Content

Students study the following topics:

- Functions and Graphs
- Trigonometry
- Counting and Probability
- Statistics
- Growth and Decay
- Introduction to Differential Calculus

Assessment

Assessment in Stage 1 is school based.

Students demonstrate evidence of their learning through:

- Skills and Applications Tasks (80%)
- Mathematical Investigations (20%)

N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. All students are expected to access a TI-84+ graphics calculator.

Specialist Mathematics

SACE Stage 1 Specialist Mathematics 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	Mathematics
Pre-requisites:	At least Grade A- in Year 10 Mathematics. At least Grade B- in Year 10 Extended Mathematics.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Content

Students study the following topics:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Trigonometry
- Matrices
- Real and Complex Numbers
- Functions and Graphs
- Counting and Probability
- Statistics
- Growth and Decay
- Introduction to Differential Calculus

Assessment

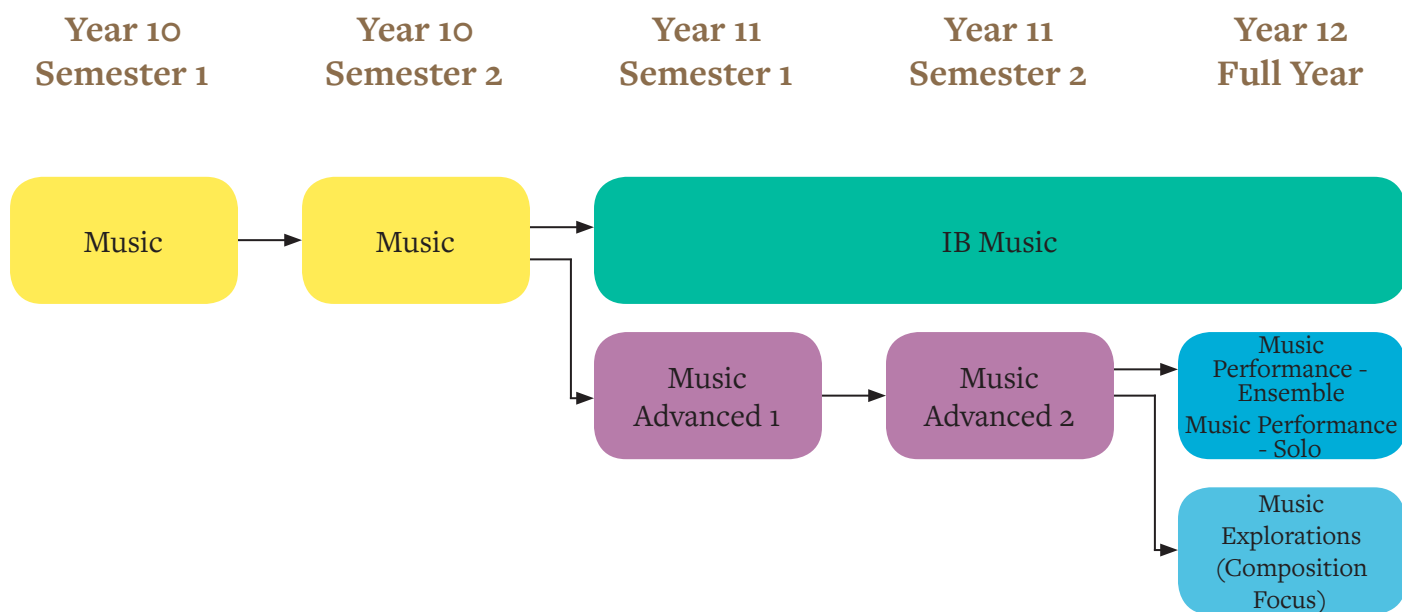
Assessment in Stage 1 Mathematics is school based.

Students demonstrate evidence of their learning through:

- Mathematical Investigations (80%)
- Skills and Assessment Tasks (20%)

N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. All students are expected to access a TI-84+ graphic calculator.

MUSIC



Renee McCarthy
Head of Music
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IB Music

Aim

The Diploma Program Music course is designed to offer students to build on prior experience in Music, while encouraging a broad approach to the subject and developing new skills, techniques and ideas. Background knowledge is essential for both HL and SL. Students must be proficient in a musical instrument or voice and have successfully achieved a grade of 5 or better in Year 10 Music. During the Diploma Program, students need to receive specialist, private instrumental or vocal tuition if they wish to study HL Music or SL Solo Performance (SLS.) The HL course is designed to prepare students for tertiary or conservatoire study while the SL course provides a choice of options for music experience.

Content

This two-year course is designed to develop knowledge, understanding and perception of Music in relation to time, place and cultures with emphasis on the Western Classical and major world music traditions. Relevant theoretical, compositional and performance skills are also developed. HL students study a compulsory pattern of Musical Perception, Creating and Solo Performing. SL students study a compulsory component of Musical Perception but may choose an elective of either Creating (SLC) or Solo Performing (SLS.) Two set works, prescribed by the IBO, are studied as part of Musical Perception.

Assessment

Higher Level (all components are compulsory)

- **External Assessment** 50%
 - Listening Paper Examination (seven musical perception questions in three hours) 30%
 - Musical Links Investigation 20%
(a written media script of no more than 2000 words investigating the musical links between two or more pieces from distinct musical cultures)
- **Internal Assessment** 50%
 - Creating (three pieces of coursework, recording and statements) 25%
 - Solo Performing (twenty minutes of performance repertoire) 25%

Standard Level

(option of either Creating or Solo Performing or Group Performing)

- **External Assessment** 50%
 - Listening Paper Examination (five musical perception questions in 2¼ hours) 30%
 - Musical Links Investigation 20%
(a written media script of no more than 2000 words investigating the musical links between two or more pieces from distinct musical cultures)
- **Internal Assessment** 50%
 - Students choose ONE of the following options:
 - Creating (two pieces of coursework, recordings and statements) OR 50%
 - Solo Performing (fifteen minutes of performance repertoire) 50%
 - Group Performing (pieces from two or more public performances (20-30 minutes) 50%

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Music

SACE Stage 1 Music Advanced 1 & 2

Credits:	20 (full year)
Learning Area:	Music
Pre-requisites:	A minimum of three years individual tuition and technical expertise on a musical instrument or voice is required. Participation in at least one College ensemble is required.

Aim

- Apply knowledge of musical notations and vocabulary
- Demonstrate technical skill, accuracy and musicianship as a solo performer and class band/ensemble member
- Demonstrate the effective use of composing/arranging/improvising techniques

Content

Music focuses on the application of skills in performing, creative expression in sound and responses to the performances and creations of others. Students are involved in composing and arranging, improvising and performing, recording, learning through and about the music of others and developing theoretical and aural skills. Theory is a major course component.

Specific topics are:

- Musicianship (Theory and Aural)
- Composing and Arranging
- Solo Performance
- Ensemble Performance
- Explore and apply musical skills and techniques in developing, refining, and presenting creative works
- Develop and apply knowledge and understanding of musical elements
- Demonstrate understanding of the structural and stylistic features of music
- Interpret and analyse creative works
- Reflect on own learning in music

Assessment

Assessment is ongoing throughout each semester and comprises a mixture of tests, essays, arrangements and/or compositions, solo performances, an end-of-semester examination and an end-of-year examination.

Assessment Type 1: Creative Works (Minimum of three Creative Works)

Performance - ensemble and solo, arranging, composing, solo performances between 6 and 8 minutes.

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SACE Stage 1 Music Advanced 1 & 2 (continued)

Assessment Type 2: Musical Literacy (Minimum of two Musical Literacy tasks)

Theory and aural tests, music analysis, end of semester exam and an end-of-year exam, analysis and discussion of style, structure and musical elements in selected works, reflection on the development and refinement of the student's own creative works.

Understanding Music

The specific features are as follows:

- UM1 Development of knowledge and understanding of musical elements
- UM2 Communication of musical ideas

Creating Music

The specific features are as follows:

- CM1 Application of knowledge and understanding of musical elements
- CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works
- CM3 Interpretation of musical works

Responding to Music

The specific features are as follows:

- RM1 Development of musical literacy skills.
- RM2 Analysis and discussion of musical works and styles
- RM3 Reflection on own learning in music

OUTDOOR EDUCATION

Ben Taylor
Head of Outdoor Education
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Outdoor Education

SACE Stage 1 Outdoor Education

Credits:	10 (one semester)
Learning Area:	Outdoor Education
Pre-requisites:	Nil

Outdoor Education provides opportunities to experience personal growth; to develop social skills, self-confidence, and teamwork skills. Students participate in a range of outdoor activities selected from rock climbing, kayaking, bushwalking and mountain biking.

Content

Students evaluate and reflect on their learning progression and skills development as well as their ability to responsibly use the environment for recreational purposes. There is a focus on ecology, cultural perspectives and environmental sustainability that is delivered through planning and participation in outdoor activities. Students develop capabilities for communication and leadership and are introduced to employment options in outdoor fields. Students conduct activities and journeys in natural environments, these can include activities before and/or after school, an overnight activity and a three day camp.

Assessment

Assessment at Stage 1 is school based.

About natural environments

Exploration and analysis of environmental perspectives and impacts on the environment.

Experiences in natural environments - Critical Analysis

Critical and creative thinking when planning, reflecting and evaluating outdoor experiences.

Experiences in natural environments - Folio

Observing, collecting information to capture thoughts and identifying reflective processes across a range of outdoor experiences.

PERSONAL LEARNING PLAN

Anthea Hanak
Careers Counsellor
email: hanak_a@woodcroft.sa.edu.au

Personal Learning Plan

SACE Stage 1 Personal Learning Plan

Length of Course:	One semester (compulsory)
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

**Year 10
Semester 1**

**Year 10
Semester 2**

**Year 11
Semester 1**

**Year 11
Semester 2**

**Year 12
Full Year**

Physical Education

Physical
Education A

Physical
Education B

Physical
Education

Scott Bayne
Head of Physical Education
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Physical Education

SACE Stage 1 Physical Education A & B

Credits:	10 (half year) 20 (full year)
Learning Area	Physical Education
Pre-requisites	Nil

Students explore participation and their performance in physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

In this subject, students are expected to:

- Apply knowledge and understanding of movement concepts and strategies in physical activity
- Reflect on movement concepts and strategies in physical activity
- Apply communication and collaborative skills in physical activity contexts
- Explore and analyse evidence related to physical activity
- Reflect on ways to improve participation and/or performance in physical activity
- Communicate using subject-specific terminology in a variety of modes.

Content

Physical Education A

Golf: How biomechanics influences performance

Multi Sport: Barriers to participation in physical activity

Volleyball: Skill acquisition and how it is used to improve performance

- Two folios based on analysing physical movement in Golf and Volleyball
- One folio based on analysing the issues of participation in physical activity

Physical Education B

Fitness: Investigate the effects of training on the body

Multi Sport: Investigation of disability and physical activity

Touch Rugby: Analysing how collaboration and communication affect teamwork

- Two folios based on analysing physical movement in Fitness and Touch Rugby.
- One folio based on analysing the issue of disability in physical activity.

Assessment

3 Integrated Folio tasks only.

RESEARCH PROJECT

Tarnya Saunderson
Research Project Coordinator
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Research Project

SACE Stage 2 Research Project

Credits:	10 (half year) Semester 2 only
Learning Area:	Research Project
Pre-requisites:	Nil

The Research Project is a compulsory SACE Stage 2 subject worth 10 credits.
All SACE students must complete the Research Project at Stage 2 of their SACE with a Grade C- or better.

Aim

The Research Project gives students the opportunity to study an area of interest in depth. Students use their creativity and initiative, while developing the research and presentation skills they will need in their present and future learning and careers.

With the support of their teacher, students will:

- Choose a topic that interests them personally
- Plan their research
- Learn and use research processes
- Learn and use new knowledge and skills that relate to their research topic
- Consider the relevance of a chosen capability, or capabilities, (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding) to their research and show how this has developed throughout the research phase of the Research Project
- Record, present and analyse their research
- Produce a Research Outcome
- Evaluate the success of their research.

Assessment

This will be achieved through the completion of 3 assessments:

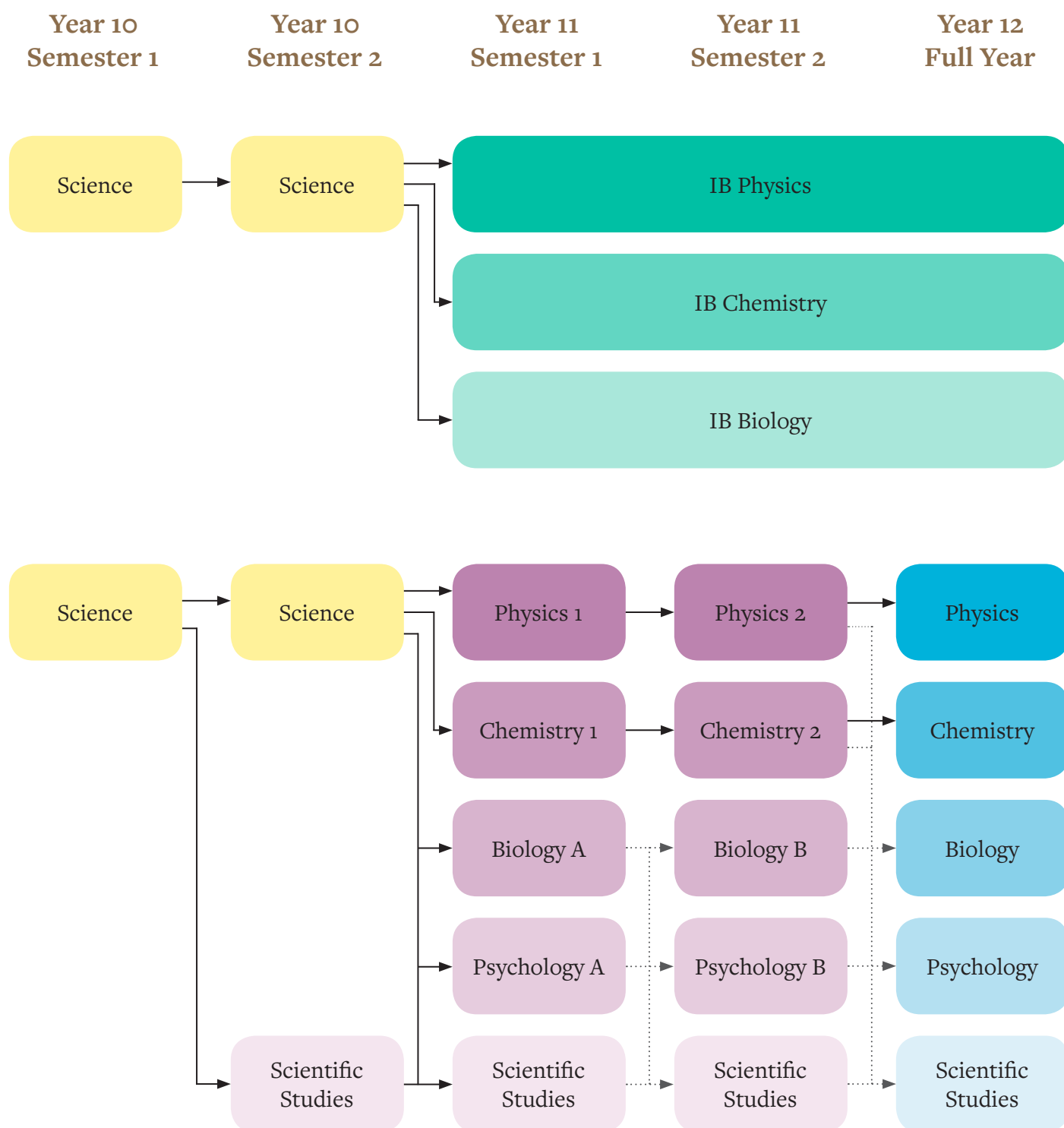
School-based Assessment

Folio	30%
Research Outcome	40%

External Assessment

Evaluation	30%
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SCIENCES



Tracey Matyk
 Head of Science
 email: matyk_t@woodcroft.sa.edu.au

IB Biology

Biology is the study of the wide diversity of life and living organisms on the planet. With the rapid development of new technology and a modern focus on sustainability, our understanding of living organisms is growing rapidly, making Biology a significant field of study. The intent of this course is to develop a secure knowledge of Biological Systems which can then be applied to any given situation.

Content

The four basic biological concepts that run throughout the program are:

- Structure and Function - How does the structure of living systems allow species to grow and thrive?
- Universality Versus Diversity - Similar structures found in a diverse range of species
- Equilibrium within Systems - How a system, living or non-living, maintains its balance
- Evolution - The change in characteristics of a species

Core Topics (SL & HL):

Topic 1:	Cell biology
Topic 2:	Molecular biology
Topic 3:	Genetics
Topic 4:	Ecology
Topic 5:	Evolution and biodiversity
Topic 6:	Human physiology

Additional Higher Level Topics (*more detailed coverage*):

Topic 7:	Nucleic acids
Topic 8:	Metabolism, cell respiration and photosynthesis
Topic 9:	Plant biology
Topic 10:	Genetics and evolution
Topic 11:	Animal physiology

SL/HL Options - One chosen from:

Option A:	Neurobiology and behaviour
Option B:	Biotechnology
Option C:	Ecology and conservation
Option D:	Human physiology

The Group 4 Project (10 hours)

A student driven collaborative activity where students from the different group 4 subjects work together to devise and carry out an investigation on a scientific topic.

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Assessment

Students are assessed for school grades throughout the IB course.

A final grade at the end of Year 12 is derived from the following components:

Internal assessment creates 20% of the total assessment.

An individual self-directed, scientific investigation is carried out at the school before a report is written. It is marked by an IB teacher and then moderated by external examiners.

External assessment creates 80% of the total assessment.

This is derived from three separate examination papers:

- **Paper 1:** Multiple choice on the core topics
- **Paper 2:** Data-based questions, short answer and extended response questions on core material
- **Paper 3:** Sec A - A data based question and several short answer questions on experimental work. Sec B - Short answer and extended response questions from one option

The three examination papers are completed in November of the second year of the course and are marked by external examiners.

IB Chemistry

Chemistry involves the chemical principles that underpin the physical environment in which we live as well as biological systems. A study of chemistry involves an understanding of particles and how to manipulate them to produce new and improved compounds in everything from medicine to textiles to building materials.

With concerns regarding the overuse of plastics, fossil fuels and other toxic substances, an understanding of materials could be key to tackling these and other global issues.

Content

Core Topics (SL & HL) are:

- Topic 1: Stoichiometric relationships
- Topic 2: Atomic structure
- Topic 3: Periodicity
- Topic 4: Chemical bonding and structure
- Topic 5: Energetics/Thermochemistry
- Topic 6: Chemical kinetics
- Topic 7: Equilibrium
- Topic 8: Acids and bases
- Topic 9: Redox processes
- Topic 10: Organic chemistry
- Topic 11: Measurement and data processing

Additional Higher Level Topics (*more detailed coverage*):

- Topic 12: Atomic structure
- Topic 13: The Periodic Table and the transition metals
- Topic 14: Chemical bonding and structure
- Topic 15: Energetics/Thermochemistry
- Topic 16: Chemical kinetics
- Topic 17: Equilibrium
- Topic 18: Acids and bases
- Topic 19: Redox processes
- Topic 20: Organic chemistry
- Topic 21: Measurement and analysis

SL/HL Option topics (15/25 hours each) one chosen from:

- Option A: Materials
 - Option B: Biochemistry
 - Option C: Energy
 - Option D: Medicinal chemistry
- Please note: HL options are more detailed

The Group 4 Project (10 hours)

A student driven collaborative activity where students from the different group 4 subjects work together to devise and carry out an investigation on a scientific topic.

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Assessment

Students are assessed for school grades throughout the IB course.

A final grade at the end of Year 12 is derived from the following components:

Internal assessment creates 20% of the total assessment.

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This is derived from three separate examination papers:

- **Paper 1:** Multiple choice on the core topics
- **Paper 2:** Data-based questions, short answer and extended response questions on core material
- **Paper 3:** Sec A - A data based question and several short answer questions on experimental work. Sec B - Short answer and extended response questions from one option

The three examination papers are completed in November of the second year of the course and are marked by external examiners.

IB Physics

Aim

Physics is one of the most fundamental of the experimental sciences in that it seeks to explain the basic features of the natural world, primarily in terms of the interactions between matter and energy. The International Baccalaureate Physics course offers students a unique way of learning about these basic concepts. Students gain skills to enable them to link theories and practical investigations and apply them to daily life.

Content

Core Topics (SL & HL) are:

- Topic 1: Measurements and uncertainties
- Topic 2: Mechanics
- Topic 3: Thermal physics
- Topic 4: Waves
- Topic 5: Electricity and magnetism
- Topic 6: Circular motion and gravitation
- Topic 7: Atomic, nuclear and particle physics
- Topic 8: Energy production

Additional Higher Level Topics (*more detailed coverage*):

- Topic 9: Wave phenomena
- Topic 10: Fields
- Topic 11: Electromagnetic induction
- Topic 12: Quantum and nuclear physics

One topic (SL 15 hours / HL 25 hours) Chosen from:

- Option A: Relativity
- Option B: Engineering physics
- Option C: Imaging
- Option D: Astrophysics

The Group 4 Project (10 hours)

A student driven collaborative activity where students from the different group 4 subjects work together to devise and carry out an investigation on a scientific topic.

Assessment

Students are assessed for school grades throughout the IB course.

A final grade at the end of Year 12 is derived from the following components:

Internal assessment creates 20% of the total assessment.

An individual self-directed, scientific investigation is carried out at the school before a report is written. It is marked by an IB teacher and then moderated by external examiners.

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External assessment creates 80% of the total assessment.

This is derived from three separate examination papers:

- **Paper 1:** Multiple choice on the core topics
- **Paper 2:** Data-based questions, short answer and extended response questions on core material
- **Paper 3:** Sec A - A data based question and several short answer questions on experimental work. Sec B - Short answer and extended response questions from one option

The three examination papers are completed in November of the second year of the course and are marked by external examiners.

Biology

SACE Stage 1 Biology A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Sciences
Pre-requisites:	Nil

Biology is the science of living organisms. It includes a study of the structure and function of living systems, as well as how they interact with the living and non-living parts of their environment.

At the core of Biology are contemporary issues such as climate change, sustainability and genetic engineering.

In this subject, students will be given the opportunity to:

- Design and conduct biological investigations
- Analyse, interpret and explain data
- Develop knowledge and understanding of biological concepts
- Explore and understand science as a human endeavour through a contemporary issue.

Content

Topics such as:

- Cells and Microorganisms
- Infectious Diseases
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

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

Investigation Folio

- One practical investigation
- One issues investigation

Skills and Application Tasks

Includes tests, extended responses and/or a semester examination.

Chemistry

SACE Stage 1 Chemistry 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	Sciences
Pre-requisites:	Nil

Chemistry involves studying the chemical principles that underpin the physical environment as well as biological systems.

An understanding of matter and materials is central to tackling current global issues such as non-biodegradable plastics, the need to replace fossil fuels as well as developing new and improved medicines.

In this subject, students will be given opportunity to:

- Design and conduct chemistry investigations
- Analyse, interpret and explain data
- Develop knowledge and understanding of chemical concepts
- Use contemporary issues to explore and understand science as a human endeavour.

Content

- Classification of Matter
- Acids, Bases and Salts
- Measurement in Chemistry
- Redox and Electrochemistry
- Energy
- Hydrocarbon
- Functional Groups

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

Investigation Folio

- One practical investigation
- One issues investigation

Skills and Application Tasks

Includes test, extended responses and/or a semester examination.

Physics

SACE Stage 1 Physics 1 & 2

Credits:	10 (half year) 20 (full year)
Learning Area:	Sciences
Pre-requisites:	Nil

Physics is one of the oldest academic disciplines and is now focussed on explaining how the universe works using technological innovation. The study of Physics offers opportunities for students to understand and appreciate the natural world. Contemporary issues in Physics focus on the smallest possible particles, the fastest motion achievable and the most cutting edge development in technology.

As well as applying knowledge to solve problems, students develop experimental proficiency and communication skills through various learning activities.

In this subject, students will be given opportunity to:

- Design and conduct physics investigation
- Analyse, interpret and explain data
- Develop knowledge and understanding of physics concepts
- Use contemporary issues to explore and understand science as a human endeavour.

Content

Topics covered include:

- Linear Motion and Forces
- Electric Circuits
- Waves
- Heat
- Energy and Momentum
- Nuclear Models and Radioactivity

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

Investigation Folio

- One practical investigation
- One issues investigation

Skills and Application Tasks

Includes tests, extended responses and/or semester examination.

Psychology

SACE Stage 1 Psychology A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Sciences
Pre-requisites:	Nil

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

This course aims to link the theory studied to the modern life of young people.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

In this subject, students are expected to:

- Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others and groups
- Analyse the behaviour of themselves, others and groups of people in different contexts in a way that recognises the value of independence and interdependence
- Demonstrate an understanding of ethical research by designing, undertaking and evaluating guided investigations
- Make informed decisions about issues, events and situations in society by applying relevant psychological principles and ethics
- Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
- Search for, record, evaluate and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes and values in different contexts
- Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

Content

Topics covered include:

- Introduction to Psychology (compulsory subject)
- Social Behaviour
- Human Psychological Development
- Brain and Behaviour
- Cognition
- Emotion

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

Investigation Folio

- One group investigation
- One issues investigation

Skills and Application Tasks:

Includes tests, extended responses and semester examination.

Scientific Studies

SACE Stage 1 Scientific Studies

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 credit / 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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IB Visual Arts

Visual Arts is a subject which is available at Standard Level and Higher Level.

The Visual Arts program comprises both practical and research work.

Aim

Students who undertake this subject are in a position to work in an environment which is not unlike that of a practising artist or designer.

The aims of the program are to:

- Provide students with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art/design
- Exemplify and encourage an inquiring and integrated approach towards visual arts in their historical and contemporary forms
- Promote visual and contextual knowledge of art from various cultures
- Encourage the pursuit of quality experimentation and purposeful creative work in various expressive media
- Enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

Assessment

Part A - Exhibition	40%
Part B - Process Portfolio	40%
Part C - Comparative Study	20%

Assessment occurs through the following major avenues:

- An in-depth comparative study of artworks and artists
- A selection of the ongoing inquiry, journaling of ideas, reflections and media experimentation, presented in a digital portfolio
- The planning and execution of an exhibition of selected artworks, accompanied by a curatorial rationale and exhibition texts

Visual Arts

SACE Stage 1 Visual Arts (Design or Art)

Credits:	10 (half year) 20 (full year)
Learning Area:	Arts
Pre-requisites:	Nil

In Art/Design students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, computer editing programs and photography leading to resolved pieces of Art or Design.

Students have opportunities to research, understand and reflect upon Art/Design works in their cultural and historical contexts.

Design includes graphic communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Art offers the development of original and creative ideas, research, analysis and experimentation with media and techniques, resolution and production.

The assessment design criteria for this subject are:

- Practical application
- Knowledge and understanding
- Analysis and response

Stage 1 Visual Arts/Art OR Design

Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject.

Students can enrol in Visual Arts – Art and/or Visual Arts – Design at Stage 1.

Content

For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

- Folio;
- Practical; and
- Visual Study.

SACE Stage 1 Creative Arts: Photography

Credits:	10 (one semester)
Learning Area:	Arts
Pre-requisites:	Nil

An introduction to photography and editing.

Students will develop a range of skills, techniques, knowledge and appreciation of artworks created through the photographic process.

Content

- Develop knowledge and application of photographic elements, principles of composition, framing, and lighting techniques
- Develop and communicate ideas in response to personal themes
- Introduction and use of Adobe Photoshop and digital creative arts practices

Assessment

Practical Work – Folio and resolved Photographic Final (80%)

- The ability to conceive and develop ideas
- Skill development through experimentation and practice
- The quality of finished photographic finals
- Application of ideas

Investigation – Critical Analysis (20%)

- Reflection and Analysis of known photographers and their practice

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		

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VET Manager
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VET Direct

SACE Stage 1 VET Direct

Credits:	Up to 70 credits over Stage 1 or 2 could be recognised from Vocational Training courses. Details about how any VET qualifications and units of competency will be recognised in SACE will be by the SACE Recognition Register, published by the SACE Board.
Learning Area:	Recognised Learning
Pre-requisites:	Nil, unless literacy and numeracy* are a requirement to select the vocational qualification of interest.

Year 11 students may select vocational training as part of VET in Schools which offers course delivery as a 1 day per week face-to-face arrangement in school hours. On-line and out of hours delivery can also be sought.

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.

Aim

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 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 1 credits and Certificate III and higher will be linked to Stage 2 credits.

On the advice of industry and key stakeholders, the VET Recognition Register will indicate that many Certificate III level qualifications should attract credits for Stage 2 with some exceptions including Certificate II and III in Retail, being only Stage 1. Certificate III in Information Technology, Hospitality and Tourism qualifications are a hybrid of Stage 1 and 2 but can calculate toward Stage 2 and an ATAR.

Courses are funded by the student; however, guidance will be given to seek subsidies if available. For example. Work Ready through the Training Guarantee for SACE Students (TGSS), or school-based apprentice and traineeships (SBAT).

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SACE Stage 1 VET Direct (continued)

The VET Manager can assist in sourcing training providers and discuss courses on request. In the past, students have undertaken studies in;

- Certificate II in Animal Care
- Certificate II in Automotive Servicing Technology
- Certificate II and III in Business Administration
- Certificate II in Construction pathways
- Certificate III in Disability Support
- Certificate III in Early Childhood Education and Care
- Certificate II in Electrotechnology
- Certificate II in Engineering (Fabrication)
- Certificate III in Fitness
- Certificate II in Health Assisting
- Certificate II and III in Hospitality
- Certificate III in Individual Support (Aged Care)
- Certificate II in Kitchen Operations
- Certificate II and III in Makeup
- Certificate II and III Media (Game Design)
- Certificate II in Metal Roofing and Wall Cladding (Plumbing)
- Certificate III in Music Business
- Certificate II in Salon Assisting (Hairdressing)
- Certificate III in Tourism

It is highly recommended that students make an appointment around the subject selection counselling time to explore all recognised learning and flexibility options to suit their learning style and interest. This is particularly useful for students involved in school-based apprenticeships and traineeships (SBAT) or subsidised or fee-for-service opportunities.

Please Note: Students involved in Certificate II level and/or TGSS funded vocational training in Year 12 are encouraged to also select Stage 2 Workplace Practices as a SACE subject to use the training and or work experience as the performance assessment of the subject.

Workplace Practices

SACE Stage 1 Workplace Practices A & B

Credits:	10 (half year) 20 (full year)
Learning Area:	Business, Enterprise and Technology
Pre-requisites:	Nil

Workplace Practices focuses on developing general knowledge, skills and understanding of industry and work. Students have the opportunity to develop and apply relevant work skills to work independently or with others through the investigation of processes and issues related to work, industry and the workplace, focussing on experiences and abilities in planning for work and future pathways.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The course is particularly useful for students involved in school-based apprenticeships, vocational learning that requires structured work placement or looking to prepare for transition to further training or employment with technical learning. Also see VET Direct where Certificate 2 and 3 level qualifications can be claimed toward SACE credits.

Content

Students study topics within two or more of the three areas of study:

- Industry and Work Knowledge: develop an understanding of workplace structures, nature and policies
- Vocational Learning: use aspects of work-related context like employment, work experience or enterprise opportunities to encourage or develop work skills
- Vocational Education and Training (VET): include any accredited training provided under the Australian Quality Framework (AQF) by any Registered Training Organisation (RTO)

Topics may include

- The Values of Paid Unpaid Work in Society
- Entrepreneurship and developing skills for employment
- Workers' Rights and Responsibilities a preparation for work experience
- Career Planning
- Resumes, Applications and preparing for Job Interviews
- Workplace issues i.e. Health and safety, work life balance, casualisation in the workplace

Assessment

Assessment at Stage I Workplace Practices is school-based.

The weighting of each component is between 20% - 50% and students will provide evidence of learning through four assessment tasks.

Assessment Type 1: Folio

Assessment Type 2: Performance

Assessment Type 3: Reflection



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