

YEAR 12 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 12 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.

As the final year of secondary schooling, Year 12 presents the opportunity for students to select subjects which align with their passions, strengths and preferred post-schooling pathways. The group of subjects selected for Year 12 should reflect the interests of individual students and contain appropriate variety and challenge to ensure that students are preparing themselves for their continued post school learning journey.

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 12 will have the opportunity to receive assistance in Tutor Group and will also attend a 1:1 counselling interview with their parent(s) 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.

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 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

Caroline Camens – VET Manager: camens_c@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:

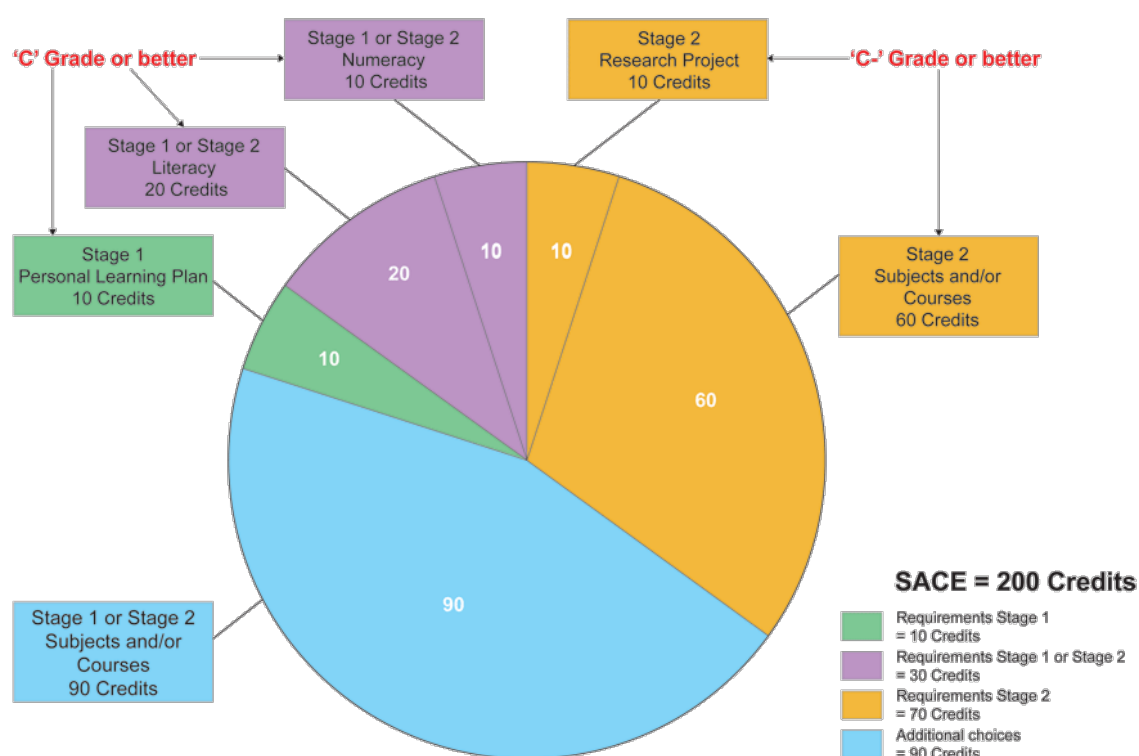
- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community-developed programs) provided they are recognised by the SACE Board
- Be able to return to their studies at any time in the future to complete the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

Three 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:

- Thorough research into topic including academic reading
- An Introduction
- Development
- Conclusion
- Bibliography
- Write reflections at three different points throughout the essay writing process

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
email: schmidt_b@woodcroft.sa.edu.au

Child Studies

SACE Stage 2 Child Studies

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

Aim

Child Studies examines children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving to investigate how children's lives are affected by their relationships with others. Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills.

Content

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

- Contemporary and Future Issues e.g. Decisions to be made when raising a child
- Economic and Environmental Influences e.g. Child Development and Play, Activity box to share
- Political and Legal Influences e.g. Including everyone
- Sociocultural Influences e.g. Literacy is a life long skill
- Technological Influences e.g. Teaching skills to children

Specific topics may include:

- Nutrition and dietary requirements during pregnancy
- Inclusive education
- Affects of technology on children
- Benefits of outdoor play and hands-on activities

Assessment

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

School Based Assessment

Assessment Type 1:	Practical Activity 50% An action plan, or research task, practical application and evaluation.
Assessment Type 2:	Group Activity 20% Group decision making, a group practical application and an individual evaluation report.

External Assessment

Assessment Type 3:	Investigation 30% A written report, maximum 2000 words.
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Industrial and Entrepreneurial Solutions

SACE Stage 2 Design, Technology and Engineering Industrial and Entrepreneurial Solutions

Credits:	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 2 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:

School Based Assessment

Assessment Type 1:	Specialised Skills Task	20%
Assessment Type 2:	Design process and solution	50%

External Assessment

Assessment Type 3:	Resource Study	30%
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Food and Hospitality

SACE Stage 2 Food and Hospitality

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

Aim

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural and technological factors at local, national and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Content

Students study topics within the following five areas of study:

- Contemporary and Future Issues e.g. Current Trends in the Food and Hospitality Industry
- Economic and Environmental Influences e.g. Fast Food Industry, Marketing Strategies;
- Political and Legal Influences e.g. Safe Food Handling
- Sociocultural Influences e.g. The influence of Australia's Diverse Cultures on the Food and Hospitality Industry
- Technological Influences e.g. New Innovations, the influence of the internet

Specific topics may include:

- Creative sushi platters
- Brunch trends
- Dietary requirements for healthy minds and bodies
- Pop-up dessert bars
- 30-minute meal challenge
- Cultural cuisine

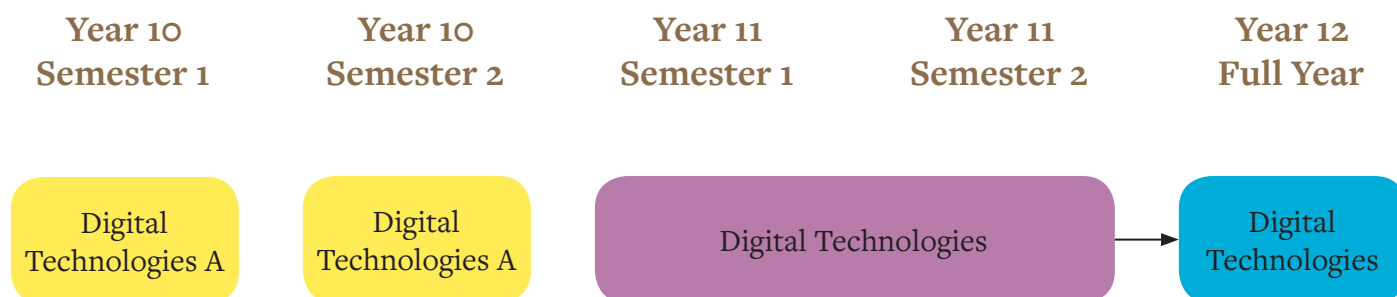
Assessment

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

School Based Assessment

Assessment Type 1:	Practical Activity 50% An action plan, or research task, practical application and evaluation.
Assessment Type 2:	Group Activity 20% Group decision making, a group practical application and an individual evaluation report.
Assessment Type 3:	Investigation 30% A written report, maximum 2000 words.

DIGITAL TECHNOLOGIES



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

Digital Technologies

SACE Stage 2 Digital Technologies

Credits:	20
Learning Area:	Digital Technologies
Pre-requisites:	Grade C in Stage 1 Digital Technologies 1 and 2

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.

Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming.

Aim

At the end of the program in Stage 2 Digital Technologies, students should be able to:

- apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest
- analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions
- apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest
- apply design and programming skills to create and document digital solutions
- research and discuss ethical considerations in digital technologies
- work individually and collaboratively to create and explain digital solutions.

Content

The study of Digital Technologies at Stage 2 is organised into the following focus areas;

- Computational thinking
- Design and programming
- Data analytics
- Iterative project development

Assessment

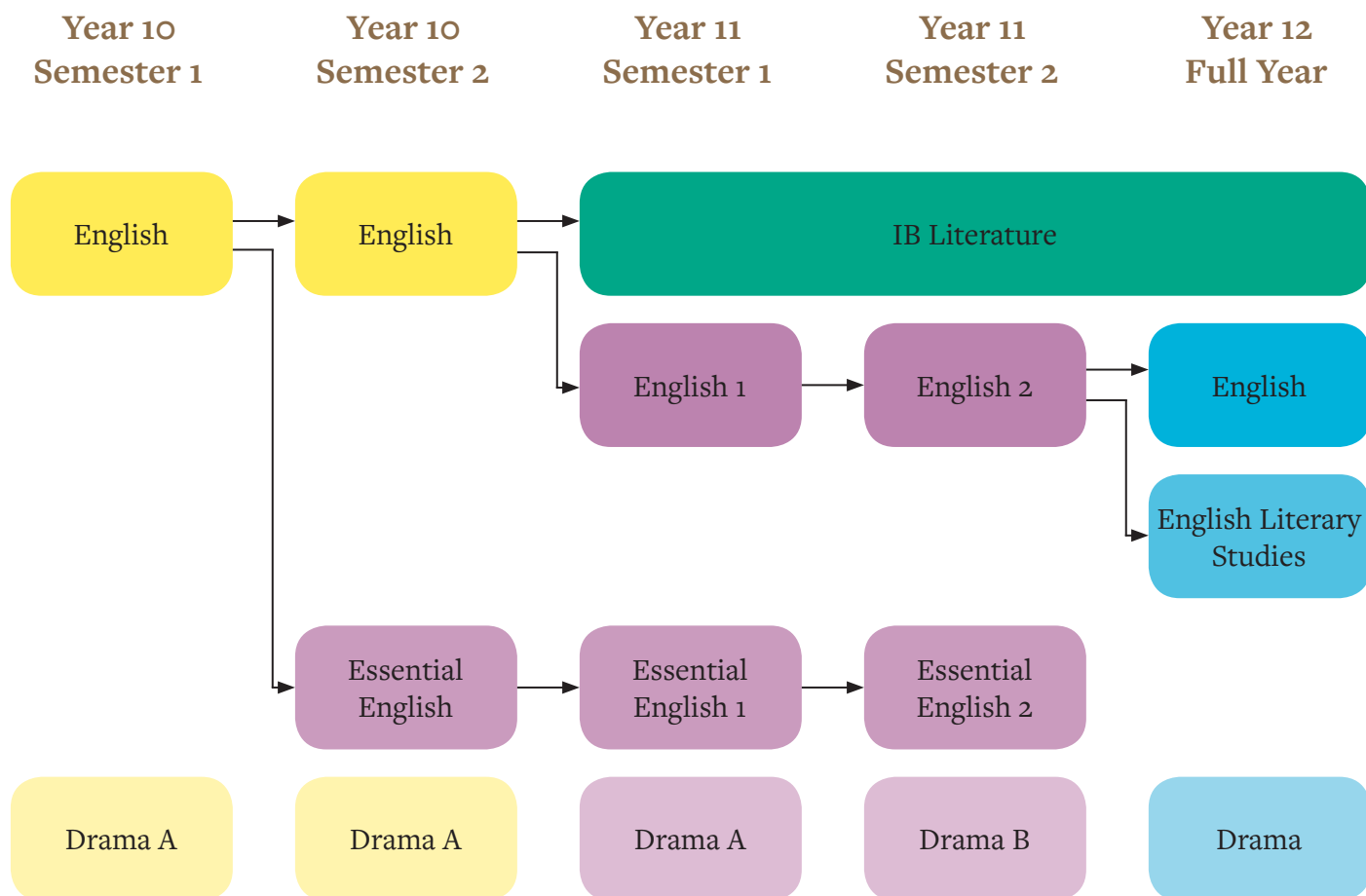
School Based Assessment

Project Skills (4 tasks)	50%
Collaborative Project	20%

External Assessment

Individual Digital Solution	30%
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ENGLISH



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

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.

Through the study of a wide range of literature, the Language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages and by considering a range of critical approaches.

The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. It is divided into four parts, each with a particular focus.

Content

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

Syllabus component

Part 1: Works in translation	SL: Two works	HL: Three works
Part 2: Detailed study	SL: Two works	HL: Three works
Part 3: Literary genres	SL: Three works	HL: Four works
Part 4: Options	SL: Three works	HL: Three works

Works are freely chosen in any combination.

Assessment SL

External assessment (3 hours) 70%

Paper 1 and 2 (45%)

Written Assignment (25%)

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 in part 2. (30 marks)

Individual oral presentation (10–15 minutes)

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

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Assessment HL**External assessment** (4 hours) 70%

Paper 1 and 2 (45%)

Written Assignment (25%)

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 (20 minutes)

Students present a formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)

Individual oral presentation (10–15 minutes)

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

English

SACE Stage 2 English

Course Length:	20 (full year)
Learning Area::	English
Pre-requisites:	C grade or higher for a 20 credit English subject at Stage 1 excluding Essential English.

Aim

In English students analyse the interrelationship of author, text and the audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of the text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have the opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, from Australian and other cultures. The following assessment types enable students to demonstrate their learning in Stage 2 English.

Content

Responding to Texts

Students produce three responses to texts. Two of the responses must be written and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response. The texts on which the responses are based must be chosen from at least three of the categories listed below. One of the three responses could be a comparison of two or more texts for procedural, imaginative, analytical, persuasive and/or different purposes.

Creating Texts

Students create written, oral and/or multimodal texts for procedural, imaginative, analytical, persuasive and/or different purposes.

Students create:

- Three texts
- One writer's statement

Comparative Analysis

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features and conventions in these texts are used to represent ideas, persuasive and/or aspects of the culture and to influence audiences.

Assessment

School Assessment (70%)

Assessment Type 1:	Responding to Texts	30%
Assessment Type 2:	Creating Texts	40%

External Assessment (30%)

Assessment Type 3:	Comparative Analysis	30%
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For a 20 Credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- Three responses to texts
- Four created texts (one of which is a writer's statement)
- One comparative analysis

English Literary Studies

SACE Stage 2 English Literary Studies

Credits:	20 (full year)
Learning Area:	English
Pre-requisites:	B grade or higher for a 20 credit English subject at Stage 1 excluding Essential English

Aim

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

Content

Responding to texts (50%)

Students produce up to five responses to their texts studies; together, the responses comprise a maximum of 5000 words. One of these responses can be oral or multimodal in form, where 6 minutes is equivalent to 1000 words. There is flexibility within this study for the texts to be considered in terms of each other, leading to a single response or set of responses of up to 5000 words. As a set, the responses must cover each of the following text studies:

Extended prose text

- Film text
- Drama text
- Poetry text

Creating texts (20%)

Students create:

- One transformative text linked to another text, with a writer's statement (1500 words, or 9 minutes, or equivalent in a multimodal form)
- One written, oral, or multimodal text (1000 words, or 6 minutes, or equivalent in a multimodal form).

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School Assessment (70%)

Assessment Type 1:	Responding to Texts	50%
Assessment Type 2:	Creating Texts	20%

External Assessment (30%)

Assessment Type 3:	Text Study:
	Part A: Comparative Text Study (15%)
	Part B: Critical Reading (15%) - 90 minute examination.

Students provide evidence of their learning through up to nine assessments, including the external assessment component; Students complete:

- Up to five responses to texts
- Two created texts
- Two tasks for the text study (one comparative text study and one critical reading).

Drama

SACE Stage 2 Drama

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

Aim

In this subject, students are expected to:

- Develop, communicate and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating and presenting dramatic works
- Demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques and technologies of drama
- Respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology
- Work both independently and collaboratively to achieve dramatic outcomes;
- Apply knowledge, understanding and analysis of the interdependent nature of drama and dramatic elements
- Investigate, integrate, analyse and evaluate information, concepts and ideas to communicate for dramatic purposes
- Communicate and articulate ideas to an audience, through a variety of forms and methods.

Content

Stage 2 Drama includes:

- One group presentation
- One report and at least two reviews for the folio
- One interpretative study
- One performance or one presentation

Group Performance or Related Off-stage Presentation

Students participate in a live group performance, in an on-stage or off-stage role and develop an understanding of the rehearsal and performance process.

Each student is assessed on either a focused group performance as an on-stage performer or an individual presentation about an off-stage role related to the group performance.

On-stage performers should present a focused performance of between 10 and 15 minutes; students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

Assessment

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

School-based Assessment

Group Presentation	20%
Folio	30%
Interpretative Study	20%

External Assessment

Performance	30%
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HEALTH AND PERSONAL DEVELOPMENT

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

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

Health

SACE Stage 2 Health A & B

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

Aim

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care, and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society. 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 quality of life for themselves and their communities. They learn to question the choices they can and do make in relation to promoting their own and others health and well-being.

Content

Students will study at least one core concept and undertake at least three option studies from the list below:

- Health Literacy (e.g. ways of accessing and interpreting health information)
- The Social and Economic Determinants of Health (e.g. major health initiatives in Australia)
- Health Promotion in the Community (e.g. effectiveness of health awareness-raising days)
- Health and Environment (e.g. ways of being proactive supporting and maintaining good health)
- Sexuality and Health (e.g. role of genders, sexual identity and safety)
- Health and Relationships (e.g. resilience, empathy, rights and responsibilities)
- Risks and Challenges to Health (e.g. implications of risks taken by teenagers)
- Stress and Health (e.g. being proactive in reducing and preventing stress to promote well-being)
- Vocational Studies and Applications in Health (e.g. gaining your senior first aid)

Assessment

Assessment is achieved through completion of 4 assessment types:

School based assessment (70%)

Assessment type 1:	Group Investigation & presentation	30%
	As a group present a health promoting strategy	
Assessment type 2:	Issue analysis	20%
	Analyse current trends or health issues (2 tasks)	
Assessment type 3:	Practical activity	20%
	Participate in a health promoting activity within the community (2 tasks)	

External Assessment (30%)

Assessment type 4:	Individual investigation	30%
	Research a current health topic of their choice (2000 word report)	

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	

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

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%

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%

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 – 7 options (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 and 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 and is worth 45% of the course.
3. The Historical Study. This is marked internally and externally moderated and 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 and 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 and is worth 25% of the course.
3. Paper 3 is of 2½ hours duration, assessing the Regional Study (3 essays). This exam is marked externally and 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 2 Ancient Studies

Credits:	20 (full year)
Learning Area:	Humanities
Pre-requisites:	Grade C in a Stage 1 History subject (if studied).

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies enables students to consider environmental, social, economic, religious, cultural and aesthetic factors that shape societies and provide personal and shared identity.

Aim

In this subject, students are expected to:

- Understand and analyse historical concepts
- Demonstrate knowledge and understanding of texts, artefacts, ideas, events, people and institutions of the ancient world
- Demonstrate knowledge and understanding of the political, social, cultural and/or economic diversity in the ancient world
- Apply inquiry skills to analyse and evaluate sources and perspectives, and synthesise evidence
- Research and understand the ideas and innovations that emerged from the ancient world, and consider their influence
- Communicate ideas and arguments, using a range of evidence and subject-specific language

Content

Students study three topics from a possible seven and complete one Inquiry of their own choosing.

Topic 1: Daily Life - fifth-century BCE Athens and Sparta (Greece)

Topic 2: Political Power and Authority - Fall of the Roman Republic and the transition to empire

Topic 3: Literature - Drama and Poetry – Greek Drama

Inquiry

The inquiry gives students an opportunity to explore an area of specialisation of individual interest. At least 50% of the inquiry should be located in the period from c. 2000 BCE to 907 CE.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Ancient Studies:

School-based Assessment

Skills and Applications	50%
Connections	20%

External Assessment

Inquiry	30%
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Students undertake:

- At least four Skills and Applications tasks
- At least two Connections tasks
- One Inquiry task

Business

SACE Stage 2 Business Innovation

Credits:	20 (full year)
Learning area:	Humanities
Pre-requisites:	Grade C in Stage 1 Business Innovation (if studied).

Aim

Stage 2 Business Innovation focuses on equipping students with the knowledge, skills and resources to take a business idea and learn the processes involved in implementing that idea into a reality. They engage in designing, sustaining, and transforming business in the modern world with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

Students undertake design thinking activities and through assumption-based business planning tools promote an iterative, human-centred approach to innovation and transformation of business products, services, and processes. Working collaboratively to focus on innovative transformation within start-up and existing business.

Content

20 credit subject students study three key contexts and minimum of two learning strands.

Three key contexts for study:

- Designing business
- Sustaining business
- Transforming business

Four learning strands for study with at least two of these learning strands explored by students.

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

Business Plan and Pitch

Students undertake creation of a business plan either as a start-up business or use the business model of an existing company. Using this plan students create and pitch to promote to potential fictional stakeholders.

Assessment

School Assessment

Four Business Skills Tasks	40%
One Business Model	30%

External Assessment

One Business Plan and Pitch	30%
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Geography

SACE Stage 2 Geography

Credits:	20 (full year)
Learning Area:	Humanities
Pre-requisites:	Grade C in Stage 1 Geography (if studied),

Aim

Geography aims to develop students understanding of the spatial inter-relationship between people, places and environments.

An enquiring approach to learning is adopted; students pose and seek answers to questions of what, where, who, why, how and when and evaluate responses.

Content

Geography is a 20-credit subject that consists of the following content:

The transforming world
Fieldwork

The Transforming World

This topic focuses on five topics:

Theme 1: Environmental Change

- Topic 1: Ecosystems and People - the impact of humans on ecosystems and their management, including analysis of ecological footprints
- Topic 2: Climate Change - some causes, impacts and responses to the enhanced greenhouse effect

Theme 2: Social and Economic Change

- Topic 3: Population Change - global population trends and migration causes and impacts
- Topic 4: Globalisation - patterns and impacts of globalisation and how globalisation is measured
- Topic 5: Transforming Global Inequality - causes and responses to global inequality

All topics are studied and Topics 1 and 3 are the focus of Part B of the external examination. Part A focuses on fieldwork techniques and geographical skills.

Fieldwork

Students undertake independent fieldwork on a local topic or issue of personal interest. Fieldwork topics must be independently chosen, have a geographical context, and be posed as a question or hypothesis.

Assessment

Four Geographical Skills and Applications Tasks	40%
One Individual Fieldwork Report	30%
One 2-hour External Examination	30%

Legal Studies

SACE Stage 2 Legal Studies

Credits:	20 (full year)
Learning Area:	Humanities
Pre-requisites:	Grade C in Stage 1 Legal Studies (if studied).

Legal Studies provides an exploration of the Australian legal system from the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society.

Aim

In this subject, students are expected to display knowledge and understanding of the influences that have shaped the Australian legal system:

- Know and understand legal principles, processes and structures
- Recognise ways in which Australian legal system responds to diverse groups in the community
- Demonstrate civic literacy through active inquiry into the legal system
- Analyse the Australian legal, constitutional and justice systems
- Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

Content

Stage 2 Legal Studies is a 20-credit subject that consists of the following four topics:

- The Australian Legal System
- Constitutional Government
- Law-making
- Justice Systems

Assessment

Students demonstrate evidence of their learning through at least eight assessments.

School-based Assessment

Folio	50%
Inquiry	20%

External Assessment

Examination	30%
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Modern History

SACE Stage 2 Modern History

Credits:	20 (full year)
Learning Area:	Humanities
Pre-requisites:	Grade C in a Stage 1 Modern History (if studied).

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.

Aim

In this subject, students are expected to:

1. Understand and explore historical concepts
2. Understand and explore the role of ideas, people, and events in history
3. Analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
4. Analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. Draw conclusions and communicate reasoned historical arguments.

Content

Students study one topic from ‘Modern Nations’. Topic 3: Germany (1918–1948) and one topic from ‘The World since 1945’, Topic 11: Challenges to Peace and Security - The Cold War.

Modern Nations	The World since 1945
Topic 1: Australia (1901–1956)	Topic 7: The Changing World Order (1945–)
Topic 2: United States of America (1914–1945)	Topic 8: Australia’s Relationship with Asia and the South Pacific Region (1945–)
Topic 3: Germany (1918–1948)	Topic 9: National Self-determination in South-East Asia (1945–)
Topic 4: The Soviet Union and Russia (1945– c.2004)	Topic 10: The Struggle for Peace in the Middle East (1945–)
Topic 5: Indonesia (1942–2005)	Topic 11: Challenges to Peace and Security (1945–)
Topic 6: China (1949–c.2012)	Topic 12: The United Nations and Establishment of a Global Perspective (1945–)

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:

School Assessment (70%)

Assessment Type 1:	Historical Skills	50%
Assessment Type 2:	Historical Study	20%

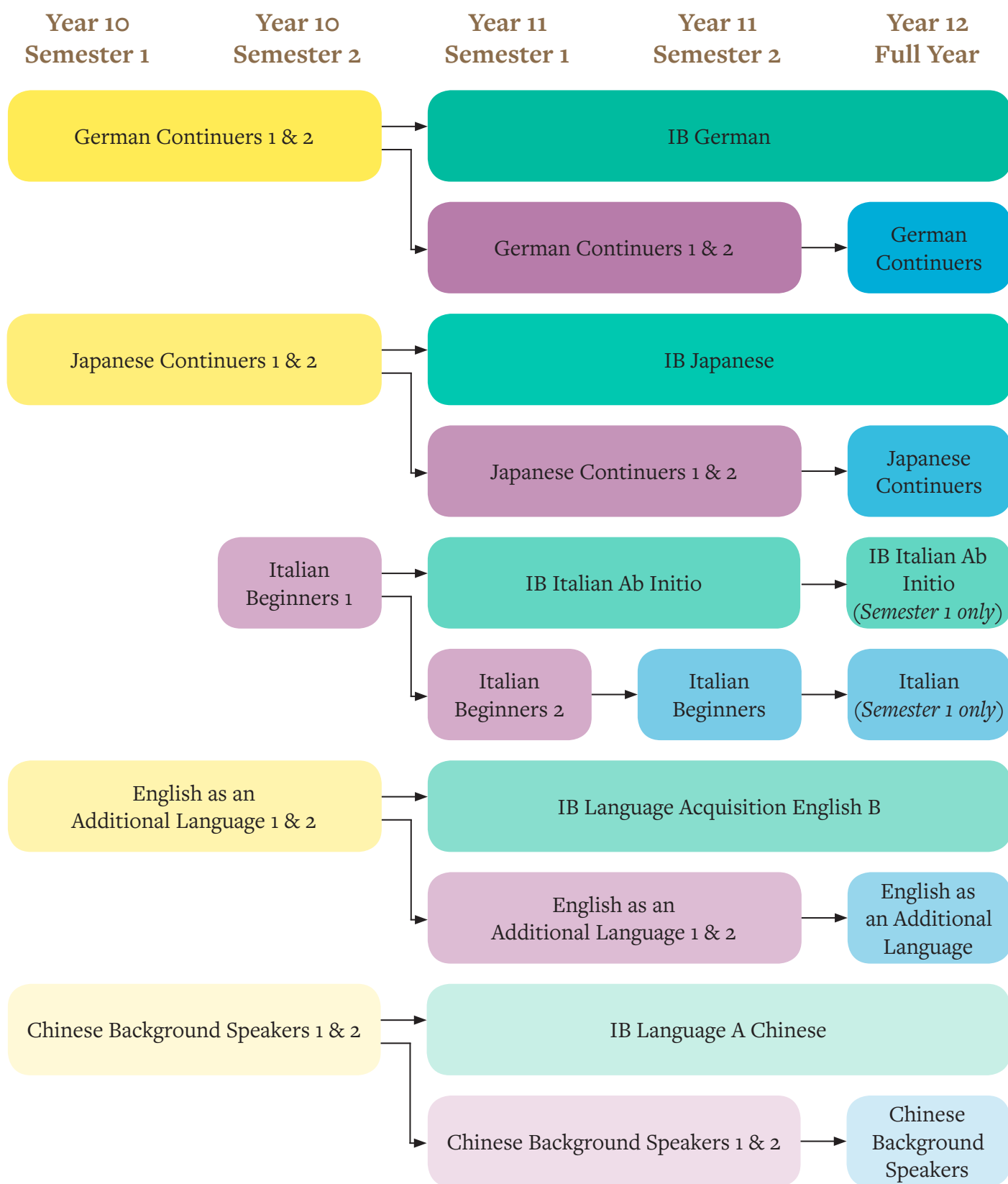
External Assessment (30%)

Assessment Type 3:	Examination	30%
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Students provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:

- five historical skills assessments
- one historical study
- one examination

LANGUAGES



Jamie Frost
Head of Languages
email: frost_j@woodcroft.sa.edu.au

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

Assessment Component

External assessment (75%) (3 hours)

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.

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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 25%

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.

Aim

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 (75%) (2 hours 45 minutes)

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.

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.

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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 **25%**

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

Chinese

SACE Stage 2 Chinese Background Speakers

Credits:	20 (full year)
Learning Area:	Languages
Pre-requisites:	Satisfactory completion of more than one year's education in a country where Chinese is a major language of communication and a medium of instruction.

Aim

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
- analyse, evaluate, and respond to texts that are in Chinese
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content

Stage 2 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.

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:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- 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.

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Assessment**School Based Assessment**

Folio	50%
In-depth Study	20%

External Assessment 30%

Oral Examination
Written Examination

English as an Additional Language

SACE Stage 2 English as an Additional Language Studies

Credits:	20 (full year)
Learning Area:	English
Pre-requisites:	C grade or better for a 20 credit English subject at Stage 1.

There are strict eligibility requirements for this subject. The student must speak a language other than English at home and if he/she has not lived in Australia for more than 5 years, he/she must satisfy a literacy assessment on two written pieces completed under supervision, at scale 12 or below of the EAL Scope and Scales.

Aim

In this subject, students are expected to:

- understand and analyse how language and stylistic features are used to achieve different purposes
- comprehend and evaluate information, ideas, and opinions presented in texts
- analyse and evaluate personal, social, and/or cultural perspectives in texts
- respond to information, ideas, and opinions, using sustained, persuasive, and effective communication
- create extended oral, written, and multimodal texts appropriate to different purposes, audiences, and contexts.

Content

Students undertake tasks within the following areas of study:

- Academic Literacy Study
- Responses to Text
- Examination

Students complete a 2.5 hour external examination divided into two sections:

- Section 1: Comprehending Multimodal Texts (1 hour)
- Section 2: Written Paper (1.5 hours)

Section 1: Comprehending Multimodal Texts

The first section of the examination lasts for approximately 1 hour and requires students to respond to aural and/or visual texts.

Section 2: Written Paper

The second section is a written paper that requires approximately 1.5 hours to complete. Students are required to read and interpret related texts to produce an extended written response in the form of a persuasive essay, report, or article.

Part A - Students read and interpret related texts which could contain information, opinions and experiences and information in the form of graphs, diagrams, or pictures. Students use the information and opinions in the texts to produce an extended written response of approximately 500 words.

Part B - Students write a formal letter of approximately 200 words in response to a short written or visual text.

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Assessment**School-based Assessment**

Academic Literacy Study	30%
Responses to Texts (4 tasks)	40%

External Assessment

Examination	30%
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German

SACE Stage 2 German Continuers

Credits:	20 (full year)
Learning Area:	Languages
Pre-requisites:	Grade C in Stage 1 German (Continuers)

Aim

In these subjects, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange information, ideas, opinions, and experiences in German
- create texts in German to express information, feelings, ideas, and opinions
- analyse texts that are in German to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content

Stage 2 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 language to be studied and assessed is the modern standard or official version of German. This includes the use of colloquialisms where they are appropriate and an awareness of regional differences.

Themes and Topics

- The Individual, Personal Identity
- The German-speaking Communities, Arts and Entertainment
- The Changing World, Social Issues

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

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at continuers level:

School Assessment

Assessment Type 1 Folio (3-5 tasks):	50%
Text Production	
Interaction (speaking)	
Text Analysis (reading and responding) (listening and responding)	

Assessment Type 2 In-depth Study (3 tasks): 20%

Written Response
Oral Presentation
English Reflection

External Assessment

Assessment Type 3:	30%
Oral Examination	
Written Examination	

Italian

SACE Stage 2 Italian Beginners

Credits: 20 (full year) *Year 11, Semester 2 and Year 12, Semester 1*

Learning Area: Languages

Pre-requisites: Grade C in Stage 1 Italian (Beginners)

Aim

In these subjects, students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

- interact with others in Italian in interpersonal situations
- create texts in Italian for specific audiences, purposes, and contexts
- analyse texts that are in Italian to interpret meaning.

Content

Course content will be grouped around topics involving a range of resources, settings and roles to ensure the students experience is varied.

Topics

- Family life, home and neighbourhood
- Friends, recreation and pastimes
- People, places and communities
- Future, plans and aspirations
- Holidays, travel and tourism
- Education and work

Assessment

School Assessment 70%

Assessment Type 1 Interacting in Language

Assessment Type 2 Text Production

Assessment Type 3 Text Analysis

External Assessment 30%

Oral examination

Written examination

Total including external assessment = 8-10 assessments.

Japanese

SACE Stage 2 Japanese Continuers

Credits:	20 (full year)
Learning Area:	Languages
Pre-requisites:	Grade C in Stage 1 Japanese (Continuers)

Aim

In these subjects, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange information, ideas, opinions, and experiences in Japanese
- create texts in Japanese to express information, feelings, ideas, and opinions
- analyse texts that are in Japanese to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Stage 2 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 language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this subject outline. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

Content

Themes, Topics and Subtopics

There are three prescribed themes:

The Individual

The Japanese-speaking Communities

The Changing World

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

Assessment

School Assessment

Assessment Type 1 Folio (3-5 tasks): 50%

Text Production

Interaction (speaking)

Text Analysis (reading and responding) (listening and responding)

Assessment Type 2 In-depth Study (3 tasks): 20%

Written Response

Oral Presentation

English Reflection

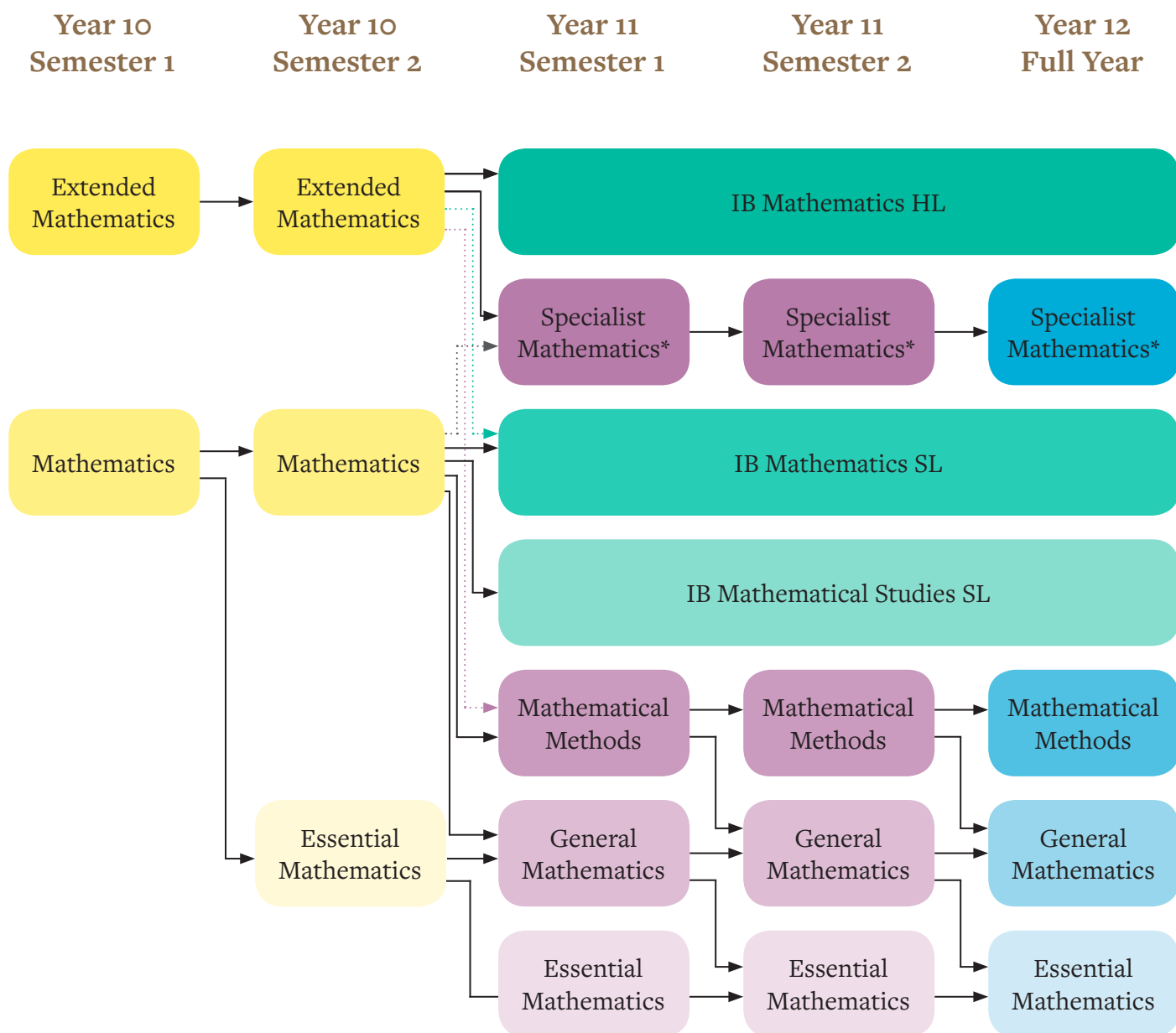
External Assessment

Assessment Type 3: 30%

Oral Examination

Written Examination

MATHEMATICS



Naomi Belgrade
 Head of Mathematics
 email: belgrade_n@woodcroft.sa.edu.au

IB Mathematics HL

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Content

Compulsory Core Topics

Topic 1 - Algebra

Topic 2 - Functions & equations

Topic 3 - Circular functions & trigonometry

Topic 4 - Vectors

Topic 5 - Statistics & probability

Topic 6 - Calculus

HL Option Topic

Topic 7 - Statistics and probability

Assessment

Internal Assessment (20%)

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

Mathematical exploration

Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

External Assessment (80%)

Paper 1 (2 hours) No calculator allowed.

Section A

Compulsory short-response questions based on the core syllabus.

Section B

Compulsory extended-response questions based on the core syllabus.

Paper 2 (2 hours) Graphic display calculator required.

Section A

Compulsory short-response questions based on the core syllabus.

Section B

Compulsory extended-response questions based on the core syllabus.

Paper 3 (1 hour) Graphic display calculator required.

Compulsory extended-response questions based mainly on the option topic.

General Information

Calculators – Each candidate is required to have access to a TI-84+ graphic display calculator for the duration of the course and in examination papers 2 and 3.

It is possible that some students may choose to study Mathematics SL at the completion of Year 11. The topics are the same as Mathematics HL but are not taught to the same depth as Mathematics HL. Students who change to Mathematics SL may remain in the Mathematics HL class.

IB Mathematics SL

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Content

Compulsory Core Topics

Topic 1 - Algebra

Topic 2 - Functions & equations

Topic 3 - Circular functions & trigonometry

Topic 4 - Vectors

Topic 5 - Statistics & probability

Topic 6 - Calculus

Assessment

Internal Assessment (20%)

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

Mathematical exploration

Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

External Assessment (80%)

Paper 1 (1 hour 30 minutes) No calculator allowed.

Section A

Compulsory short-response questions based on the core syllabus.

Section B

Compulsory extended-response questions based on the core syllabus.

Paper 2 (1 hour 30 minutes) Graphic display calculator required.

Section A

Compulsory short-response questions based on the core syllabus.

Section B

Compulsory extended-response questions based on the core syllabus.

General Information

Calculators – Each candidate is required to have access to a TI-84+ graphic display calculator for the duration of the course and in examination paper 2.

IB Mathematical Studies SL

This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

Content

Compulsory Core Topics

Topic 1 - Number and Algebra

Topic 2 - Descriptive statistics

Topic 3 - Logic, sets and probability

Topic 4 - Statistical applications

Topic 5 - Geometry and trigonometry

Topic 6 - Mathematical models

Topic 7 - Introduction to differential calculus

Assessment

Internal assessment (20%)

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

Project

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. (20 marks)

External assessment (80%)

Paper 1 (1 hour 30 minutes)

15 compulsory short-response questions based on the whole syllabus.

Paper 2 (1 hour 30 minutes)

6 compulsory extended-response questions based on the whole syllabus.

General Information

Calculators – Each candidate is required to have access to a TI-84+ graphic display calculator for the duration of both examination papers and the course.

Essential Mathematics

SACE Stage 2 Essential Mathematics

Credits:	20 (full year)
Learning Area:	Mathematics
Pre-requisites:	Grade B in Stage 1 Essential Mathematics or has completed a higher level of Mathematics

Aim

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.

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:

Topic 1: Scales, Plans and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

Assessment

School Assessment (70%)

Assessment Type 1:	Skills and Applications Tasks	30%
Assessment Type 2:	Folio	40%

External Assessment (30%)

Assessment Type 3:	Examination	30%
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Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- Four skills and applications tasks
- Three folio tasks
- One examination.

All assessment components are externally moderated.

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.

General Mathematics

SACE Stage 2 General Mathematics

Credits:	20 (full year)
Learning Area:	Mathematics
Pre-requisites:	Grade C+ in Stage 1 General Mathematics or has completed a higher level of Mathematics

Aim

General Mathematics extends students mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts.

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:

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models

Assessment

School Assessment (70%)

Assessment Type 1:	Skills and Applications Tasks	40%
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Assessment Type 2:	Mathematical Investigations	30%
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External Assessment (30%)

Assessment Type 3:	Examination	30%
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Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- Five skills and applications tasks
- Two mathematical investigations
- One examination.

All assessment components are externally moderated.

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

Mathematical Methods

SACE Stage 2 Mathematical Methods

Credits:	20 (full year)
Learning Area:	Mathematics
Pre-requisites:	Grade C+ in Stage 1 Mathematical Methods

Aim

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals and by mathematically modelling 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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science and laser physics.

Content

Students study the following topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- Six skills and applications tasks
- One mathematical investigation
- One examination.

All assessment components are externally moderated.

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

Specialist Mathematics

SACE Stage 2 Specialist Mathematics

Course Length:	20 (full year)
Learning Area:	Mathematics
Pre-requisites:	Grade C+ in Stage 1 Specialist Mathematics

Aim

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding. It provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs 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. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Content

Students study the following topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

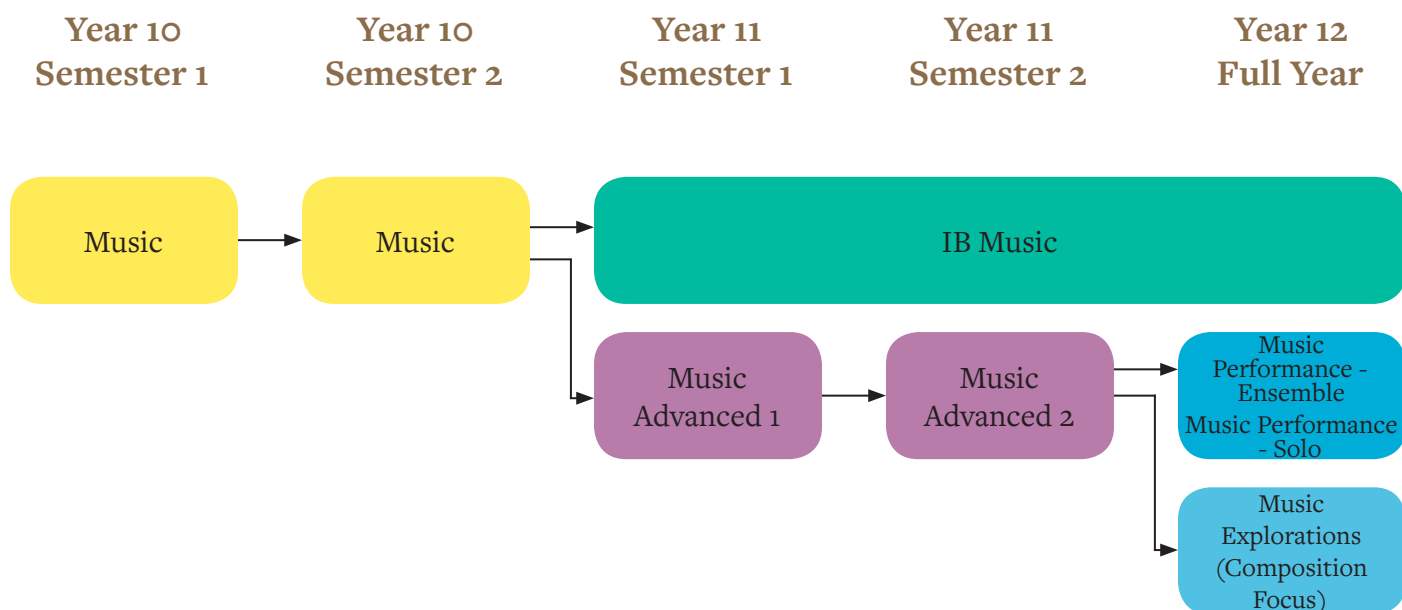
Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- Six skills and applications tasks
- One mathematical investigation
- One examination.

All assessment components are externally moderated.

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

MUSIC



Renee McCarthy
 Head of Music
 email: mccarthy_r@woodcroft.sa.edu.au

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 Explorations

SACE Stage 2 Music Explorations - Composition Focus

Credits:	20 (full year)
Learning Area:	Music
Pre-requisites:	C+ in Stage 1 Music Advanced with an interest in composition. Individual tuition and expertise on a musical instrument or voice

Aim

In this subject, students are expected to:

1. develop and apply knowledge and understanding of musical elements in exploring and experimenting with music
2. explore and experiment with musical styles, influences, techniques, and/or production
3. apply musical literacy skills
4. analyse and discuss musical works
5. synthesise findings from exploration of and experimentation with music, and express musical ideas
6. reflect on and critique own learning within music.

Content

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- understanding music
- creating music
- responding to music

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

Assessment

Assessment Type 1: Musical Literacy (30%)

Students undertake three musical literacy tasks.

Task 1: Melody or Song Composition (Students produce a composition of 32-48 bars)

Task 2: Analysis and Discussion (1000 word analysis and discussion of style, technique and musical elements of one or two works.

Task 3: Reflection and Critique (1000 word reflection and critique of one or more works presented in a live music performance)

Assessment Type 2: Explorations (40%)

Portfolio of Explorations: Students complete 2, 3 or 4 notated compositions or arrangements between 4-5 minutes. Students explore, experiment with and present different styles of composition or arrangements.

Commentary: Students complete a 1000 word commentary on the overall style, instrumentation, form and structure of each completed work. Students explain each section of the completed work, describing the tonality, melody, harmony, and composing and / or arranging techniques used.

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Assessment Type 3: Creative Connections (30%)

Part One: Creative Connection – Final composition or arrangement: Students complete a final composition or arrangement between 3-4 minutes in duration that consists three or more parts.

Part Two: Discussion of Creative Work: Students present a discussion and critique of their final work (presented in oral and / or multimodal form of 7 minutes or equivalent.) The discussion should reflect on and critique their creative work, and how the work has been informed by others.

Music Performance

SACE Stage 2 Music Performance: Solo

Credits:	10 (full year) <i>To be studied in conjunction with Music Performance - Ensemble</i>
Learning Area:	Music
Pre-requisites:	Grade B in the solo performance component of Stage 1 Music Advanced with participation in Concert Band and at least one other ensemble. Individual tuition and expertise on a musical instrument or voice (a high standard is required for Music Performance Solo - AMEB Grade 6/7 is a suggested minimum requirement).

Aim

In this subject, students are expected to:

- apply knowledge and understanding of style, structure, and conventions in performing musical works
- apply musical skills and techniques in refining and performing musical works
- interpret creative works and express musical ideas
- develop stage presence and skills in engaging an audience
- discuss key musical elements of their chosen repertoire
- critique and evaluate own learning within music.

Content

Stage 2 Music Performance - Solo is a 10-credit subject that consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Assessment

Assessment Type 1: Performance (30%)

Students present a solo performance of 6-8 minutes as an instrumentalist and / or vocalist before a live audience. They may perform either as a soloist or as a soloist with an accompanist or backing musicians or backing track, minus one. Students must present a copy of their music using standard or conventional notation, and all performances must be recorded for assessment.

Assessment Type 2: Performance and Discussion (40%)

Students present a solo performance of 6-8 new minutes of music as an instrumentalist and / or vocalist before a live audience. Students may not repeat repertoire already presented for assessment. Students must present a copy of their music using standard or conventional notation, and all performances must be recorded for assessment.

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Students complete a discussion (800 words or 4 minutes) in which they comment on how their understanding of the style, structure and conventions of their chosen repertoire has informed the performance and its preparation. In addition they critique the strategies used in refining their skills, technique and accuracy in practice and performance.

Assessment Type 3: Performance Portfolio (30%)

Students present a solo performance portfolio consisting of:

- a solo performance of a musical work or works 6- 8 minutes of new music
- an evaluation of their learning journey.

The purpose of the solo performance is for students to draw together their musical understanding, skills, accuracy, and technique developed and extended throughout learning in this subject.

The purpose of the evaluation is for students to:

- discuss how their performance preparation throughout their learning in this subject has influenced their performance in this assessment
- critique their performance in this assessment, with reference to skills, accuracy, and technique
- evaluate their stage presence, engagement with the audience, and confidence as a solo performer.

The performance should be presented to a live audience. All performances must be recorded for assessment. A performance should be a maximum of 6 to 8 minutes.

The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

Ensemble Performance

SACE Stage 2 Music Performance: Ensemble

Credits:	10 (full year) <i>To be studied in conjunction with Music Performance - Solo</i>
Learning Area:	Music
Pre-requisites:	Grade B in the solo performance component of Stage 1 Music Advanced with participation in Concert Band and at least one other ensemble. Individual tuition and expertise on a musical instrument or voice (a high standard is required for Music Performance Solo - AMEB Grade 6/7 is a suggested minimum requirement).

Aim

In this subject, students are expected to:

- apply knowledge and understanding of style, structure, and conventions in performing musical works in an ensemble
- apply musical skills and techniques in refining and performing musical works
- interpret creative works and express musical ideas
- demonstrate responsive collaboration within an ensemble
- discuss key musical elements of the repertoire
- critique and evaluate own learning within music.

Note: For the purposes of this subject students may perform on one or more instruments, or a combination of instrument(s) and voice.

Content

Stage 2 Music Performance — Ensemble is a 10-credit subject that consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Assessment

Assessment Type 1: Performance (30%)

Students present an ensemble performance choosing one or more instruments (voice, acoustic and / or electronic). They may perform in:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir or vocal ensemble
- A performing arts production (as a singer or instrumentalist in an ensemble)
- Any instrumental and / or vocal combination

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Students demonstrate their contribution to the ensemble through individual part-testing.

The ensemble performance is presented to a live audience, and both the performance and the individual part testing must be recorded for assessment. The performance should be to a maximum of 6-8 minutes and the individual part testing should be approximately 2 minutes. A score of the music performed should be included as a reference for the assessor.

Assessment Type 2: Performance and Discussion (40%)

Students present:

- an ensemble performance of a single work or a set of works by one or more composers, and individual evidence of each student's contribution to the ensemble through individual part-testing (6-8 minutes and 2 minutes of part-testing)
- an individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine each student's performance (maximum of 4 minutes if oral, 800 words if written).

The musical work(s) chosen may be an extension of or related to the work(s) performed in Assessment Type 1, but must not repeat work already presented for assessment. In the ensemble performance and part-testing, students apply their knowledge and understanding of style, structure, and conventions appropriate to the repertoire. They interpret musical works, and apply their musical skills, technique, and accuracy to refine and present their performance.

In their individual discussion, students:

- comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance in the ensemble
- critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance.

The ensemble performance should be presented to a live audience. All performances and part tests must be recorded.

Assessment Type 3: Performance Portfolio (30%)

Students present an ensemble performance portfolio consisting of:

- an ensemble performance of a musical work or works, and individual evidence of each student's contribution to the ensemble through individual part-testing (6-8 minutes and 2 minutes of part-testing)
- an individual evaluation of their learning journey (maximum of 3 minutes if oral, 500 words if written)

The musical work(s) chosen may be an extension of or related to works performed in Assessment Type 1 and Assessment Type 2, but must not repeat works already presented for assessment.

The purpose of the ensemble performance and individual part-testing is for students to draw together their musical understanding, skills, technique, and accuracy developed and extended throughout learning in this subject.

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The purpose of the evaluation is for students to demonstrate their progression and development in performing music in an ensemble. In their individual evaluation, students evaluate their understanding of how their role contributed to the effectiveness of the whole ensemble, including:

- responsiveness within the performance
- skills in collaborating with other musicians
- learning from their performance preparation
- understanding of their own part and the repertoire as a whole.

The performance should be presented to a live audience. All performances and part tests must be recorded for assessment.

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
email: bayne_s@woodcroft.sa.edu.au

Physical Education

SACE Stage 2 Physical Education

Credits:	20 (full year)
Learning Area:	Physical Education
Pre-requisites:	Grade C in Stage 1 Physical Education (if studied)

Aim

In this subject, students are expected to:

- Apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology
- Apply feedback and implement strategies to improve participation and/or performance in physical activity
- Reflect on and evaluate participation and/or performance improvement
- Apply communication and collaborative skills in physical activity contexts
- Analyse and evaluate evidence related to physical activity
- Evaluate implemented strategies and make recommendations for future directions.

Content

Revised course for 2020. Some details are subject to change.

The course consists of the following:

Diagnostics

They participate in various physical activities to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.

Improvement analysis

Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. They reflect on their performance to identify an aspect of physical activity for improvement.

Group Dynamics

The purpose of this assessment type is to extend the focus of physical activity beyond the individual to investigate the impact that team members, individually and collectively, have on the participation and performance of others.

Assessment

Assessment consists of the following components:

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

- Group Dynamics (30%)

RESEARCH PROJECT

Tarnya Saunderson
Research Project Coordinator
email: saunderson_t@woodcroft.sa.edu.au

Research Project

SACE Stage 2 Research Project

Credits:	10 (half year)
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:

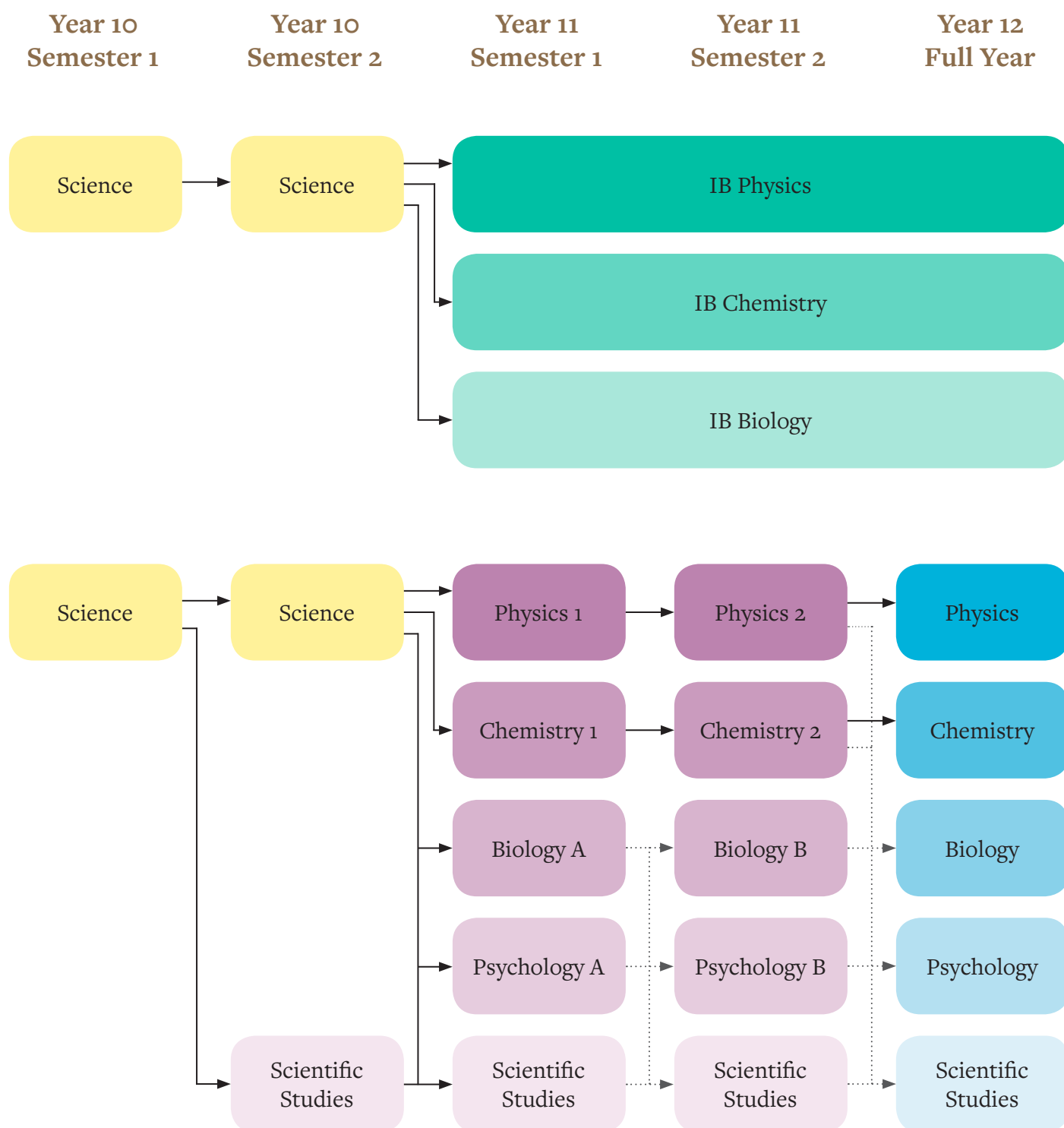
School-based Assessment

Folio	30%
Research Outcome	40%

External Assessment

Evaluation (RPB)	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:

1. Structure and Function - How does the structure of living systems allow species to grow and thrive?
2. Universality Versus Diversity - Similar structures found in a diverse range of species
3. Equilibrium within Systems - How a system, living or non-living, maintains its balance
4. 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.

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 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.

Final 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 2 Biology

Credits:	20 (full year)
Learning Area:	Sciences
Pre-requisites:	Grade C ⁻ in a Stage 1 Science preferably Biology.

In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things and with their environments. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Aim

In this subject, students are expected to:

- Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of biological investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of biological concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations.

Content

There are four themes:

- DNA and Proteins
- Cells as the Basis for Life
- Homeostasis
- Evolution

Assessment

Assessment consists of the following types:

School-based Assessment

Investigation Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination (2 hours)	30%
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Chemistry

SACE Stage 2 Chemistry

Credits:	20 (full year)
Learning Area:	Sciences
Pre-requisites:	Grade C ⁻ in Stage 1 Chemistry

The study of Stage 2 Chemistry builds on the concepts introduced in Stage 1 Chemistry, and focuses on various applications including Monitoring the Environment, Managing Chemical Processes and Resources, as well as Organic and Biological Chemistry. Science inquiry skills and the notion of science as a human endeavour are integrated throughout the course.

Aim

In this subject, students are expected to:

- Apply science inquiry skills to design and conduct chemistry investigations using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of chemistry investigations;
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.

Content

There are four topics covered:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment

Assessment consists of the following types:

School-based Assessment

Investigation Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination (2 hours)	30%
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Physics

SACE Stage 2 Physics

Credits:	20 (full year)
Learning Area:	Sciences
Pre-requisites:	Grade C- in Stage 1 Physics

The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics through a study of motion and relativity, electricity and magnetism and light and atoms.

Aim

In this subject, students are expected to:

- Apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of physics investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of physics concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

Content

The course consists of three sections:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Assessment

Assessment consists of the following types:

School-based Assessment

Investigation Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination (2 hour)	30%
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Psychology

SACE Stage 2 Psychology

Credits:	20 (full year)
Learning Area:	Sciences
Pre-requisites:	Grade C- in Stage 1 Science subject (<i>preferably Stage 1 Psychology</i>)

The study of Psychology enables students to develop an understanding of their own behaviours and the behaviours of others. Psychological knowledge 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.

Aim

In this subject, students are expected to:

- Explain 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 of people
- Analyse the behaviour of themselves, others and groups of people in different contexts in a way that recognises the values of independence and interdependence
- Demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
- Make informed decisions about issues, events and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and the reasoning behind them
- Demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations
- Search for, evaluate and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes and values in a range of 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
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment

Assessment consists of the following types:

School-based Assessment

Investigation Folio	30%
Skills and Applications Tasks	40%

External Assessment

Examination (2 hours)	30%
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Scientific Studies

SACE Stage 2 Scientific Studies

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

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. The underpinning goal is to develop innovative and critical thinking skills so that students can apply these to understand the world.

In this subject, students are expected to:

- Develop scientific and engineering inquiry skills by undertaking investigations
- Deconstruct problems to design investigations
- Develop their knowledge of contemporary scientific issues.

Content

The context in which students develop these skills is negotiated depending on student and teacher's interest, experience and expertise.

Students will apply scientific methods and/or the engineering process to develop problem-solving and analytical skills.

Assessment

Assessment consists of the following types:

School-based Assessment 70%

Inquiry Folio
Collaborative Inquiry

External Assessment 30%

Individual Inquiry

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		

Coral Winterbourn
Head of Art
email: winterbourn_c@woodcroft.sa.edu.au

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 2 Visual Arts: Art

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

Aim

In Art students express ideas through practical work using drawings, sketches, diagrams, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

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

Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

Assessment at Stage 2 is both school based and external.

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

School based assessment:

Folio	40%
Practical	30%
Plus Practical Statement	

External Assessment

Visual Study	30%
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Assessment design criteria:

- Practical application
- Knowledge and understanding
- Analysis and synthesis
- Inquiry and exploration

Visual Arts: Design

SACE Stage 2 Visual Arts: Design

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

Aim

In Design students express ideas through practical work using drawings, sketches, diagrams, computer generated concepts, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon design works in their cultural and historical contexts.

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

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

Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

Assessment at Stage 2 is both school based and external. Students demonstrate evidence of their learning through the following assessment types.

School based assessment:

Folio	40%
Practical	30%
Plus Practical Statement	

External Assessment

Visual Study	30%
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Assessment design criteria:

- practical application
- knowledge and understanding
- analysis and synthesis
- inquiry and exploration

VOCATIONAL EDUCATION & TRAINING

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

Caroline Camens
VET Manager
email: camens_c@woodcroft.sa.edu.au

VET Direct

SACE Stage 2 VET Direct

Credits:	Up to 70 credits over Stage I 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 12 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 I 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 I. Certificate III in Information Technology, Hospitality and Tourism qualifications are a hybrid of Stage I 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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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 2 Workplace Practices

Credits:	Workplace Practices (20-credits)
Learning Area:	Business, Enterprise and Technology
Pre-requisites:	Nil.

Guidance meeting recommended with parent(s) and/or student to assist consultation of vocational interest to build into assessment and create work experience or training opportunities for performance assessment.

Aim

Workplace Practices focuses on developing a young person's general knowledge, skills and understanding of the world of work. Students have the opportunity to develop and apply relevant work skills to work independently or with others through the investigation of procedures and issues related to work environments, industry and transitioning to the workforce.

The course aims to:

- Help young people develop an understanding of the realities of the workplace, including entry level training
- Provide theoretical knowledge of work in Australian society and practical experience
- Develop an understanding of the changing nature of work and possible future patterns and impacts of reforms, technology and industries
- Develop student's interpersonal skills, confidence and initiative toward finding employment
- Increasing student's awareness of vocational opportunities in careers that interest them
- Place work in a broad social and historical context relating to how industrial relations legislation, policies, guidelines and procedures govern attitude and behaviours.

Content

Students study topics within the Industry and Work Knowledge area of study including:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment

Students also select practical learning from the Vocational Learning and/or Vocational Education and Training (VET) areas of study and could include:

- Work experience, employment, or enterprise
- Vocational course units from Certificate 2 qualifications

Assessment

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

School-based Assessment

Folio	25%
Performance	25%
Reflection	20%

External Assessment

Investigation	30%
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