



Year 10 Curriculum Guide 2024

Find Your Remarkable



OUR PURPOSE



At Woodcroft College we exist to shape well-balanced, successful young people.

We encourage our students to explore and understand their potential. We teach kindness and generosity to ensure that when our students leave us, they understand how the world works, how they can be part of it, how they can create change and always work to be the best they can be. We want our students to be comfortable in their own skin, to express themselves and celebrate what makes them unique.

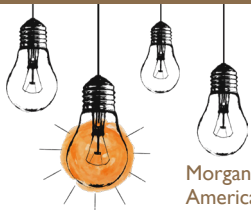
In short, we help our students *“Find Your Remarkable.”*

OUR VALUES

Inspire Confidence

At the very heart of Woodcroft College is a desire to inspire confidence in our students and each other. We support our students to be the best they can be. We help them develop a passion for life rather than a hunger for approval. And we provide an environment that builds character - mind, body and spirit. At Woodcroft, we want our students to join in, take risks and have a go. And this challenge also extends to our staff, as everyday we ask “who have I inspired today?”.

“The same light you see in others is shining in you, too.”



Morgan Harper Nichols (1990 -),
American artist, poet and musician

Generous Spirit

As a school founded in the Anglican tradition of kindness and compassion, Woodcroft College is recognised for its spirit of generosity, social justice and service. We encourage our students to understand, accept and value each others’ differences without judgement. And we proudly display the virtues of natura and magnanimity - to be the very best version of ourselves - not just for yourself, but for others.



Winston Churchill (1874 - 1965),
Former British Prime Minister

“We make a living by what we get; we make a life by what we give.”

Real Connection

Woodcroft is home to a close-knit community of educators, students and their families. In a world that has become increasingly disconnected, we pride ourselves on building genuine, lasting relationships. We respect these relationships because ours is a partnership and a contract with our community. We are trusted to nourish those who look to us for knowledge and guidance.

And as colleagues, the relationships among staff at Woodcroft allow us to support and challenge each other, because the work we do matters.

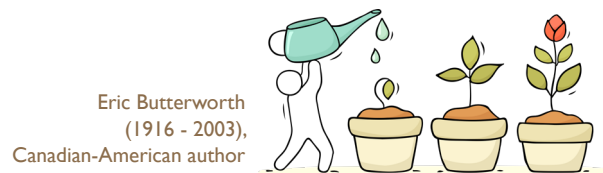
“In a world of algorithms, hashtags and followers, know the true importance of human connection.”

Anonymous



Keep Growing

A future-focused, growth mindset is a fundamental characteristic of healthy, happy individuals - and it is a central tenet for all at Woodcroft. We provide a supportive environment which encourages students to embrace change and expand their horizons. We create space for young people to grow and learn through diverse experiences. And we provide them with the tools and knowledge needed to embrace their futures with grace and vigour.



Eric Butterworth
(1916 - 2003),
Canadian-American author

“Don’t go through life, grow through life.”

GUIDING PRINCIPLES



Our community is built upon strong relationships, shared values and is shaped by our unique experiences.



Our community enables us to grow and flourish together.



We are the creators and evaluators of a shared learning journey.



We are imaginative, innovative and take risks with our learning.



We are preparing for the future by developing capabilities and connecting learning to authentic real-world contexts.

TABLE OF CONTENTS

General Information

4	Introduction
5	Message from the Head of Senior School
6	South Australian Certificate of Education
7	The Pastoral Care Program
8	Year 10 Overview

Learning Areas

10	Design and Technology	38	Mathematics
11	Advanced Manufacturing A and B	39	Essential Mathematics 1 and 2
12	Architectural Design, Modelling and Visualisation A	40	General Mathematics 1 and 2
13	Child Studies A and B	41	Mathematical Methods 1 and 2
14	Food Technology A and B	42	Specialist Mathematics A
15	Robotics and Electronic Systems A and B	44	Music
16	Textiles Technology A and B	45	Music
18	Digital Technologies	46	Outdoor Education
19	Digital Technologies	47	Integrated Learning - Future Leaders
20	English	48	Physical Education
21	Drama A and B	49	Physical Education
22	English 1 and 2	50	Specialist Physical Education A and B
23	Essential English 1 and 2	52	Sciences
24	Exploring Identities and Futures	53	Science
25	Exploring Identities and Futures	54	Forensic Science A
26	Health and Personal Development	55	Surf n Turf A
27	Health and Wellbeing A and B	56	Visual Arts
28	Humanities	57	Design A and B
29	Geography and Environmental Studies A and B	58	Photography A and B
30	History A	59	Visual Arts A and B
31	Who Will Rule the World? A	60	Vocational Education and Training
32	Languages	61	VET in SACE Preparation and VET Direct
33	Chinese Background Speakers		
34	English as an Additional Language		
35	German Continuers		
36	Japanese Continuers		

INTRODUCTION

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

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

In this handbook, we have included flowcharts at the start of each learning area. These are particularly useful to highlight the options of subjects available for students in each year level and how they follow on from subjects they may have already studied. At the bottom of each flow chart is the email address for each Head of Faculty so that you can contact them directly with any subject-specific questions.

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. The portal is open to receive data for a period indicated in the email received by students.

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

Contact

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

Deputy Principal - Quality Learning and Teaching	Rachel McCall	mccall_r@woodcroft.sa.edu.au
Head of Senior School	Tamsyn Voyzey	voyzey_t@woodcroft.sa.edu.au
SACE Coordinator	Sarah Hockey	hockey_s@woodcroft.sa.edu.au
Pathways Coordinator	Abigail Batten	batten_a@woodcroft.sa.edu.au

MESSAGE FROM THE HEAD OF SENIOR SCHOOL

The Senior Years at Woodcroft commence in Year 10 and conclude in Year 12. Year 10 marks the critical transition point in our students' learning – a time when achievements in the Middle Years are built upon and preparations are made for the increased rigour and subject specialisation in SACE in Years 11 and 12.

In Years 10 to 12, much work is done preparing students for life beyond school, with careful subject counselling, discussion of career paths and visits to tertiary institutions. Year 10 students will complete Exploring Identities and Futures (EIF), which incorporates analysis of current and desired capabilities, skills and interests.

Choosing subjects for the Senior School is an important decision for each learner. This booklet provides details of the content and assessment of the subjects offered to Year 10 students, indicating the requirements necessary to gain the SACE certificate.

While the information is updated regularly, final subject options should be discussed and confirmed with a staff member at the time of subject selection. Although it is intended that all subjects described in this booklet will be offered each year, there may be a subject (or subjects) which is not offered because of the small number of students who have expressed an interest in it. For further help with subject choices please contact the College.

When choosing subjects each student should consider:

- the subjects they like
- the subjects they are successful in
- the subjects they may need for future study and employment
- the subjects or combinations that are compulsory for SACE

Life in the Senior School, however, is not only about study. Finding balance is critical. A broad extra-curricular program, including a vast array of sporting and musical activities, enables students to flourish. Leadership opportunities exist, including the highly respected Future Leaders Program. Woodcroft cares about the wellbeing of all students at the College. A carefully constructed Pastoral Care program caters to the changing needs of students as they progress through these final years. In Year 10 the focus is on accountability, diligence, resilience and fulfilment. Central to this is the Year 10 Camp, to Tuilkilkey, in the mid North of South Australia. Students will also have access to a range of opportunities to learn life skills in Year 10 Rotation and during Enrichment Week.

Contact

Tamsyn Voyzey
Head of Senior School
Email: voyzey_t@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.
- Gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning.
- Have 30% 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.

Requirements to Achieve the SACE

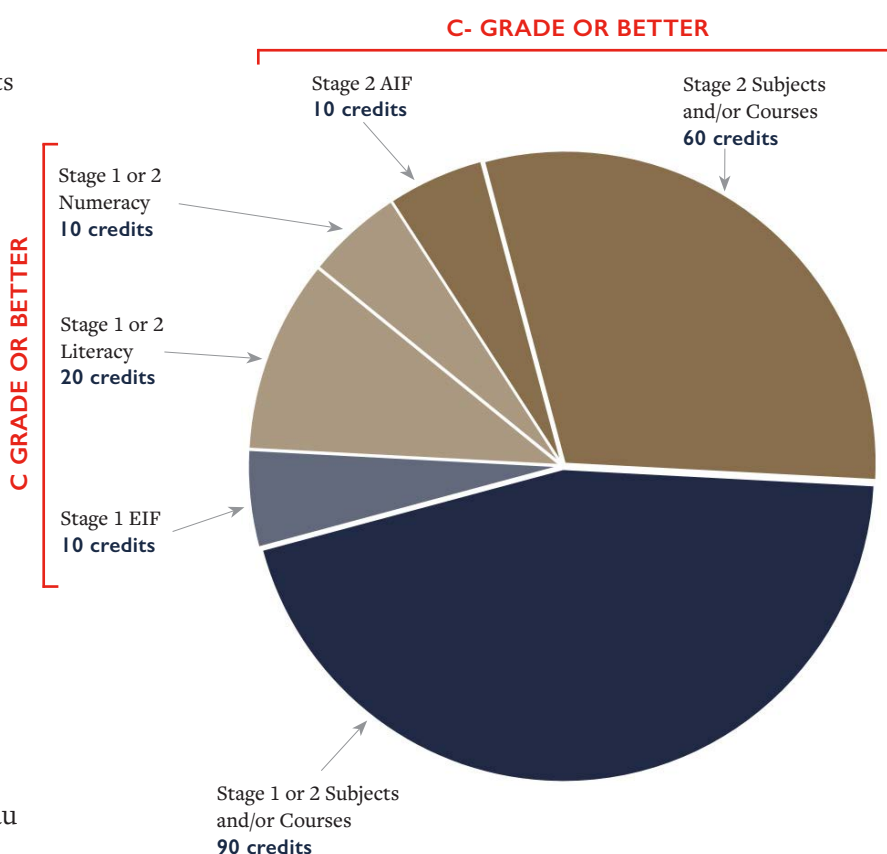
To gain the certificate students must earn 200 credits. 10 credits are equivalent to one semester or six months of study in a subject.

Some elements of the SACE are compulsory. These are:

- Exploring Identities and Futures (EIF) 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 Activating Identities and Futures at Stage 2, worth 10 credits.
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

SACE = 200 Credits

- Requirements Stage 1 – 10 credits
- Requirements Stage 1 or 2 – 30 credits
- Requirements Stage 2 – 70 credits
- Additional choices – 90 credits



Head of Faculty

Sarah Hockey
SACE Coordinator
Email: hockey_s@woodcroft.sa.edu.au

THE PASTORAL CARE PROGRAM

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

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

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

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

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

- Drug education
- Service learning
- Relationships
- Harm minimisation
- Resilience
- Career counselling
- Study skills
- Learning dynamics

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

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

Religious and Values Education (RAVE)

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 and disposition development within the RAVE course, which is allocated one lesson per week.

Contact

Tracey Matyk
Head of Year 10
Email: matyk_t@woodcroft.sa.edu.au

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

YEAR 10 OVERVIEW

Compulsory Subjects

English

Science

Mathematics

Exploring Identities
and Futures

History

Year 10 Rotation

Electives

Semester 1

Elective 1

Elective 2

Semester 2

Elective 3

Elective 4



LEARNING AREAS

DESIGN AND TECHNOLOGY

Year 10

Year 11

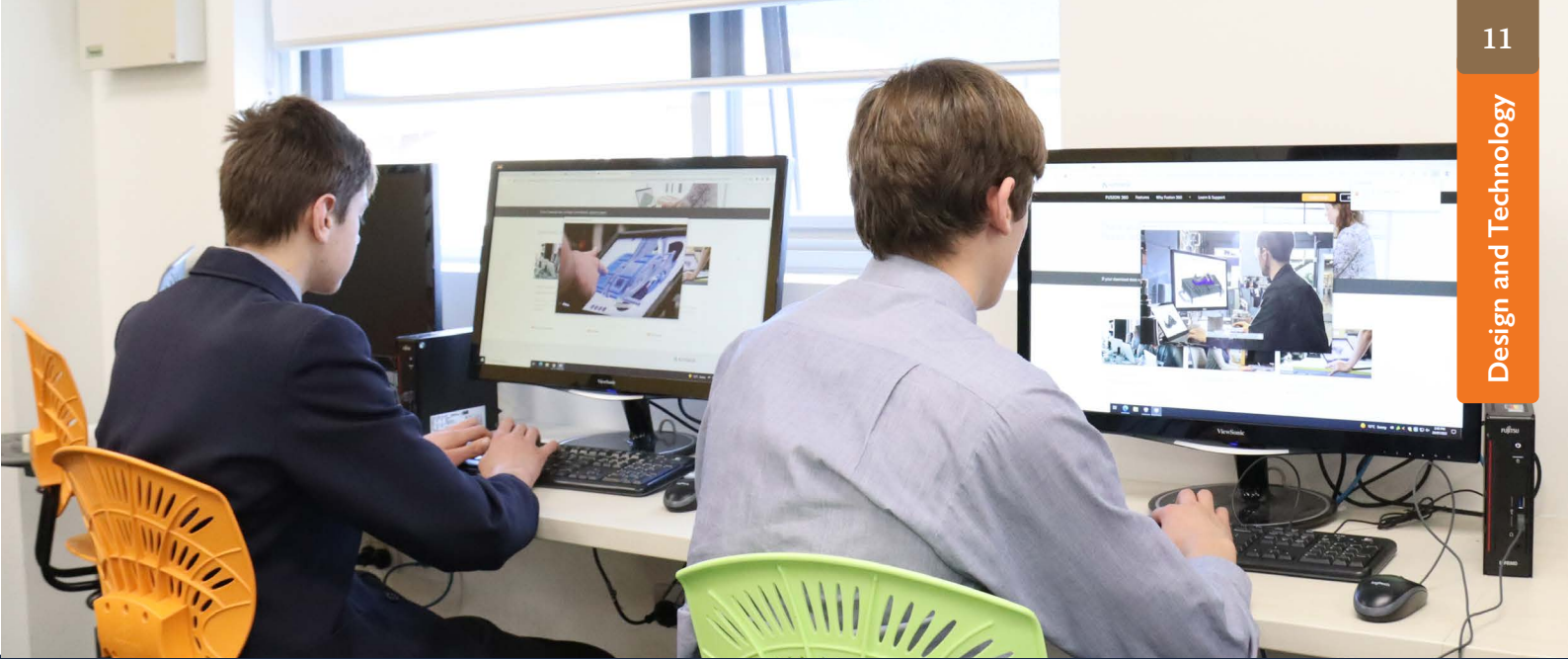
Year 12

Semester 1	Semester 2	Semester 1	Semester 2	Full Year
Child Studies A	Child Studies B	Child Studies A	Child Studies B	Child Studies
Food Technology A	Food Technology B	Food and Hospitality A	Food and Hospitality B	Food and Hospitality
		Nutrition A <i>(see Sciences)</i>	Nutrition B <i>(see Sciences)</i>	Nutrition <i>(see Sciences)</i>
Textiles Technology A	Textiles Technology B	Material Solutions - Clothing and Textiles A	Material Solutions - Clothing and Textiles B	Material Solutions - Clothing and Textiles
Advanced Manufacturing A	Advanced Manufacturing B	Advanced Manufacturing A	Advanced Manufacturing B	Advanced Manufacturing
Architectural Design, Modelling and Visualisation A	Architectural Design, Modelling and Visualisation A	Possible introduction of Stage 1 Digital Communication Solutions in 2025		
Robotics and Electronic Systems A	Robotics and Electronic Systems B	Robotics and Electronic Systems A	Robotics and Electronic Systems B	Robotics and Electronic Systems

Head of Faculty

Justine Guest
Head of Home Economics
Email: guest_j@woodcroft.sa.edu.au

Ben Schmidt
Head of Innovative Technologies
Email: schmidt_be@woodcroft.sa.edu.au



Advanced Manufacturing A and B

Faculty Area	Innovative Technologies
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

Year 10 Advanced Manufacturing is focused on product design. You will work through an engineering process to design and make a product in response to a challenge. You are encouraged to be creative and innovative as you apply problem-solving skills and incorporate new and evolving technologies to solve design problems. You will review design features, processes, materials, and production techniques to develop your product and have access to the latest Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) technology.

Content

- Designing a product to address a real-world problem using the engineering process.
- Design development: Investigation, ideation, product analysis, concept sketches.
- Computer Aided Design: Sketching, modelling, animations, rendering, drawings.
- Computer Aided Manufacture: G code, toolpaths, processes, simulations, 2.5D machining.
- Product creation: Safely operate commercial Computer Numerical Controlled (CNC) router, laser cutter, and 3D printer.
- Workshop: Safe operation of tools and machinery that complement a modern manufacturing approach.

Evidence of Learning

Internal Assessments

Assessment Type 1: Skills and Application	40%
Assessment Type 2: Design Process and Solution	60%



Architectural Design, Modelling and Visualisation A

Faculty Area	Innovative Technologies
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

In Year 10 Architectural Design, Modelling and Visualisation you will work through a process to design a studio residence from conception to final product. The end product will utilise virtual reality technology to create an immersive and interactive experience for end users. You will be encouraged to be creative and innovative as you apply problem-solving skills to respond to a design challenge.

Content

- Architectural modelling
- Architectural visualisation
- Interior design
- Landscape design
- Engineering and construction
- Immersive and interactive technology
- 3D modelling in a virtual environment
- 3D modelling to immersive environment
- Sample modelling, parametric modelling
- Graphic rendering

Evidence of Learning

Internal Assessments

Assessment Type 1: Skills and Application	40%
Assessment Type 2: Design Process and Solution	60%



Child Studies A and B

Faculty Area	Home Economics
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

Child Studies enables you to participate in a variety of interactive and real-life scenarios, with a focus on children and their development from conception to 6 years old.

The course has an emphasis on practical activities and experiences, allowing you to demonstrate creativity and agency, to establish the skills and confidence to work with young children.

The content and assessment will prepare you for the study of Child Studies at Stage 1 and/or Stage 2.

A current Working with Children Check (WWCC) is required, or will be undertaken, through this course.

Content

- Virtual baby experience
- Interacting with the Early Learning Centre
- Indigenous Australian focus
- Premature babies
- Sensory play
- Craft/charity gifts for babies
- Child development activities
- Understanding how to teach children
- Investigation: You will respond to a current topic regarding the health and wellbeing of children aged 0-6 years.

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Activity	80%
Assessment Type 2: Investigation Task	20%



Food Technology A and B

Faculty Area	Home Economics
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

Food Technology enables you to develop a range of practical skills and techniques, in both domestic and industrial kitchens.

You will explore current trends and ‘hot’ topics within the Food and Hospitality industry and have opportunities to design and create foods relating to these trends.

You will develop knowledge and understanding of terminology used within the Food and Hospitality field, in preparation for the study of Food and Hospitality at Stage 1 and/or Stage 2.

Content

- In-flight catering
- Food combinations and flavour enhancing
- Gourmet cooking
- Technique refinement
- Gourmet cakes
- Café cakes and drinks
- Indigenous foods in contemporary Australian cuisine

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Activity	80%
Assessment Type 2: Investigation Task	20%



Robotics and Electronic Systems A and B

Faculty Area	Innovative Technologies
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

In Year 10 Robotics and Electronic Systems, you will work through an engineering process to design and make a product in response to a challenge. You will be encouraged to be creative and innovative as you apply problem-solving skills in teams. You will incorporate sensors, actuators, micro controllers, mechanisms, coding, and apply engineering principles to solve design problems. You will review design features, processes, materials, and products to develop your product. VEX V5 Robotics technology is used in this course and C++ is the programming language.

Content

- Designing and creating a robotics solution to address a real-world problem using the engineering process.
- Introduction to VEX V5 robotics.
- Design development: Investigation, ideation, product analysis, concept sketches.
- Learning about fundamental coding concepts (VEX Code text C++).
- Programming robots using text-based code.
- Learning about engineering principles through building and testing.
- Robotics solution, testing, and evaluation.

Evidence of Learning

Internal Assessments

Assessment Type 1: Skills and Application	40%
Assessment Type 2: Design Process and Solution	60%

Textiles Technology A and B

Faculty Area	Home Economics
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

Textiles Technology develops knowledge and understanding of garment design, garment creation and the Textiles industry.

You will apply the stages of the design process to design and create quality products with purpose. You will explore fabric types, trends and current issues within the fashion industry.

You will build knowledge of the fashion industry, processes used in commercial garment production and the future of fashion and textiles.

You will develop and refine sewing skills, processes, and techniques, to create prototypes and garments in preparation for the study of Materials Solutions – Clothing and Textiles at Stage 1 and/or Stage 2.

Content

- Garment construction techniques
- Fabric and materials analysis
- The future of fabrics
- Sustainable sewing
- Fashion design

NB: Content will depend on semester

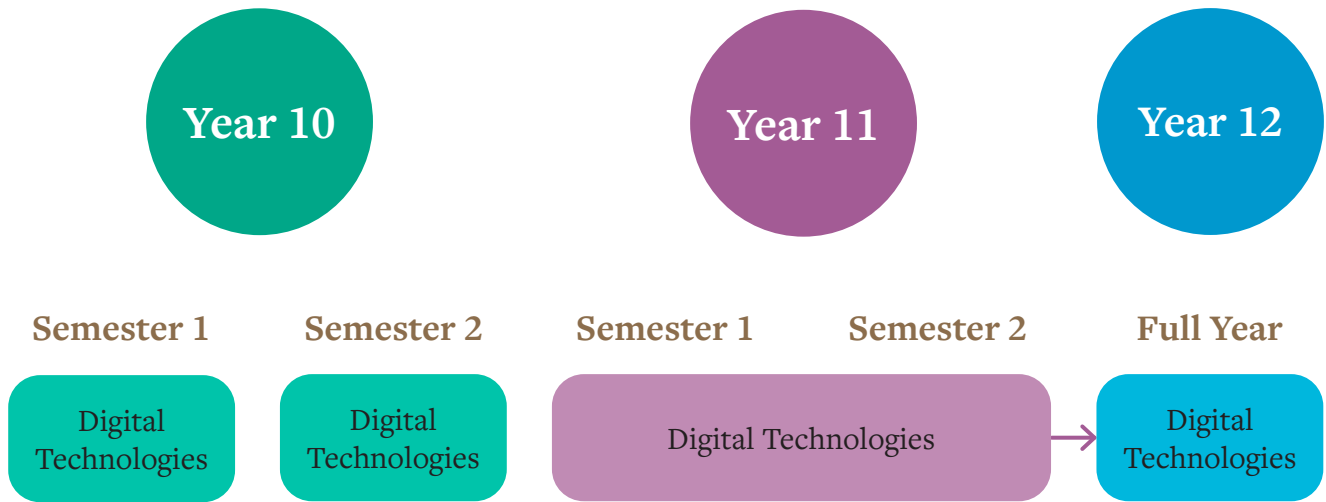
Evidence of Learning

Internal Assessments

Assessment Type 1: Creation and Evaluation (multimodal form)	50%
Assessment Type 2: Investigating, Designing, Planning and Creation	50%



DIGITAL TECHNOLOGIES



Head of Faculty

Toni Maddock
Acting Head of Digital Technologies
Email: maddock_t@woodcroft.sa.edu.au



Digital Technologies

Faculty Area	Digital Technologies
Prerequisites	Nil
Status	Elective

Length of Course	Semester
-------------------------	----------

Note: If you are intending to study Stage 1 Digital Technologies in Year 11, this course is recommended.

Course Overview

In Digital Technologies at Year 10 you will create practical, innovative solutions to problems. You will apply computational thinking skills to explore real world problems and possible solutions. You will work both individually and in groups to develop and apply both your skills in program design and practical programming to create and evaluate digital solutions. You will also develop an understanding of the ethical considerations in digital technologies.

Content

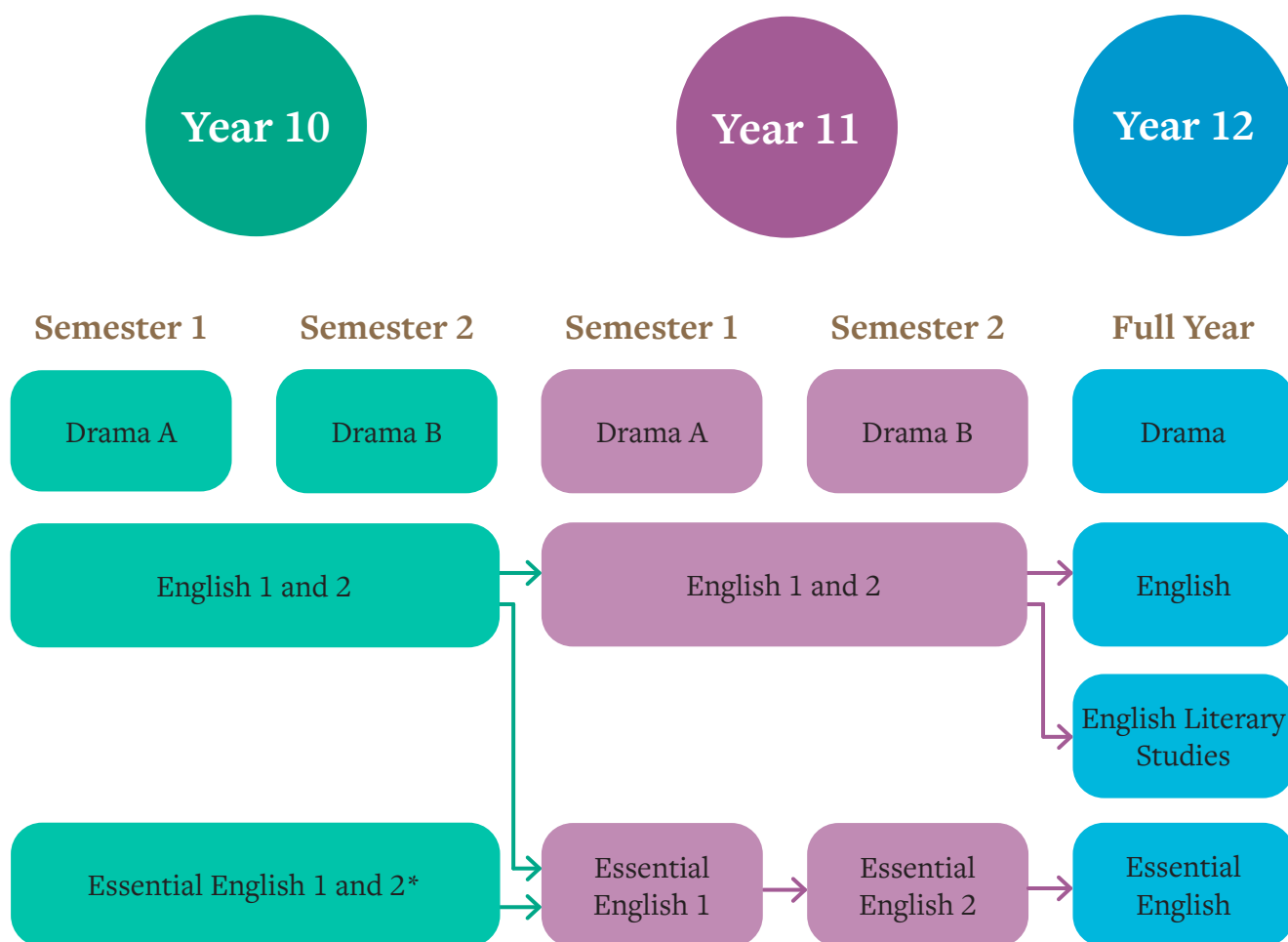
- **Foundations in programming:** Where you study the foundation principles of programming and move on to design, develop and evaluate practical applications.
- **Data analytics:** Where you analyse relationships in data sets, apply programming and program-design skills, and use a digital system to transform data into information.
- **Exploring innovations:** Where you investigate current innovations and advances in technology. You will work collaboratively and use your initiative and creativity to generate and develop ideas and turn these ideas into practical solutions.

Evidence of Learning

Internal Assessments

Assessment Type 1: Project Skills Tasks	50%
Assessment Type 2: Digital Solutions	50%

ENGLISH



**You are pre-selected for this course*

Head of Faculty

Sara Papailiou
 Head of English
 Email: papailiou_s@woodcroft.sa.edu.au



Drama A and B

Faculty Area	English
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

This course has been adapted to align with the new SACE 1 requirements implemented in 2020, and to prepare you for continued study in Year 11. The assessment tasks provide you with developmental, introductory opportunities that align with the more rigorous and process-focused curriculum requirements of the new SACE 1 course. You will have the opportunity to explore and experience a range of dramatic practitioners, texts, styles and conventions. You will also be immersed in the dramatic process and the responsibilities and skills required to adopt a theatrical role – as a creative designer or performer. You will apply these to collaboratively develop dramatic products and participate in a class ‘company’. You will also view a range of live theatrical productions and experience workshops run by industry experts. You will be able to respond to these experiences using a range of mediums and build analytical and evaluative skills.

Content

- Group production: Participation in the class ‘company’, undertaking an on or off-stage role (or combination).
- Creative exploration: Adopting a design or performance role for a hypothetical production to demonstrate understanding of the class text study and the style of a studied innovator.
- Evaluation: You will respond to and evaluate performed theatre and your own participation in theatre workshops, reflecting upon your development as an artist.

Evidence of Learning

Internal Assessments

Assessment Type 1: Performance	40%
Assessment Type 2: Responding to Drama	30%
Assessment Type 3: Creative Synthesis	30%

English I and 2

Faculty Area	English
Prerequisites	Nil
Status	Compulsory to study English
Length of Course	Full year

Course Overview

In this course, you will engage in a range of activities that will continue your preparation for Years 11 and 12 English. While building on your skills of analysis and creation, you will also be introduced to the more complex theory of critical perspectives. This will encourage you to think about texts through different lenses – including feminist, archetypal and psychoanalytic. You will consider what defines literature, exploring both traditional and non-traditional texts in an oral presentation. In your first opportunity to work under exam conditions, you will respond to an unseen poem after exploring poetry in your class studies. In the Semester 2 English course, you will have the opportunity to attend a live theatre performance and use your creativity to transform the issues explored into a new text of your choosing. Broadening your understanding of intertextuality beyond transformation, you will then transfer this knowledge to analysis, considering a common theme between two texts. This course culminates with your attempt to sell the unsellable, exploring your own use of persuasive devices while preparing to analyse persuasive devices in exam conditions.

Content

Semester 1

- Oral presentation: The creation of a multimodal presentation that explores intertextual connections between texts.
- Critical perspectives: Analysis of film through two critical lenses.
- Shakespeare study: Analysis of *Romeo and Juliet* with a creative response.
- Critical reading of Australian poetry: The exploration of Australian poetry from a range of Australian poets, including indigenous writers.

Semester 2

- Intertextual study: Analysis of two texts in relation to a shared theme.
- Theatre response: Transformation of a live theatre performance.
- Creating texts: The creation of an unsellable product using a range of persuasive devices.
- Critical reading of persuasive texts: Analysis of a range of multimodal persuasive texts in exam conditions.

Evidence of Learning

Internal Assessments

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

Essential English I and 2

Faculty Area	English
Prerequisites	You are pre-selected for this course
Status	Compulsory to study English. The subject will not appear for selection in the web preference system.
Length of Course	Full year

Course Overview

Essential English is intended for those students who have identified literacy skills as an area for development. The text types explored in this course have been selected to support your engagement in real-world situations. This includes the interpretation and analysis of film and short texts and the creation of community texts and workplace writing. You will also be able to explore your creativity through narrative writing. These texts will take place in a range of social and cultural contexts.

Content

- Film analysis
- Short text analysis
- Community writing
- Narrative writing
- Workplace writing

Evidence of Learning

Internal Assessments

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

EXPLORING IDENTITIES AND FUTURES

Head of Faculty

Tarnya Saunderson
EIF Coordinator
Email: saunderson_t@woodcroft.sa.edu.au



SACE Stage 1 Exploring Identities and Futures

Faculty Area	Exploring Identities and Futures
Credits	10
Prerequisites	Nil
Status	Compulsory
Length of Course	Semester

Exploring Identities and Futures is a compulsory 10-credit subject undertaken at Stage 1. You must achieve a C grade or better to complete the subject successfully to gain SACE.

Course Overview

Exploring Identities and Futures (EIF) supports you to explore your aspirations. You are given the space and opportunity to extend your thinking beyond what you want to do, to also consider who you want to be in the future. The subject supports you to learn more about yourself, your place in the world, and enables you to explore and deepen your sense of belonging, identity, and connections to the world around you.

As an introduction to the SACE, you will be empowered to take ownership of where your pathway leads, exploring interests, work, travel and/or further learning.

In this subject, you will:

- Develop agency by exploring your identity, interests, strengths, skills, capabilities and or values; and making choices about your learning.
- Demonstrate self-efficacy through planning and implementing actions to develop your capabilities and connecting with future aspirations.
- Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions.
- Develop your communication skills through interaction, collaboration, sharing evidence of your learning progress and developing connections with others.

Content

You are required to complete four assignments throughout the duration of the course as evidence of your learning for assessment purposes.

Evidence of Learning

Internal Assessments

Assessment Type 1: Exploring Me and Who I Want to Be	40%
Assessment Type 2: Taking Action and Showcasing my Capabilities	60%

HEALTH AND PERSONAL DEVELOPMENT

Year 10

Semester 1

Health and Wellbeing A

Semester 2

Health and Wellbeing B

Year 11

Semester 1

Health and Wellbeing A

Integrated Learning - Sport and Health A

Semester 2

Health and Wellbeing B

Integrated Learning - Sport and Health A

Year 12

Full Year

Health and Wellbeing

Integrated Learning - Sport and Health

Head of Faculty

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



Health and Wellbeing A and B

Faculty Area	Health and Personal Development
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

“At any given moment, you have the power to say this is not how the story is going to end.”

Health and Wellbeing provides a range of learning opportunities for you to develop your skills and knowledge to be able to flourish as a healthy, responsible, and informed citizen.

The aim is for you to become an advocate for change and to positively influence the health and wellbeing of yourself and the communities to which you belong. You will play an active role in negotiating what and how you will learn.

By exploring how attitudes and values (locally and globally) can reinforce stereotypes and expectations, you will investigate how these can impact young people’s sense of self, which can shape the decisions and choices they make in relation to opinions, behaviours, and actions.

Content

- Investigate a range of contemporary health issues relevant to teenagers, including mental health, sexual health, healthy eating, personal safety, benefits of physical activity and fitness, and behaviours associated with alcohol and other substances.
- Develop an understanding of how you can contribute to individual and community health and wellbeing, by developing strategies to assist in taking control of your future.
- Plan and participate in actions to improve health and wellbeing outcomes for a range of audiences.
- Access and use health information from a range of primary and secondary sources to propose and justify responses to a variety of health scenarios.
- Learn to be critical of information to assess and challenge assumptions and stereotypes, and to respond appropriately in a range of contexts, to be agents of change for yourself and others.

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Action 60%

- Implementing actions or an ‘initiative’ to improve health and wellbeing outcomes (individual and/or group task).

Assessment Type 2: Issue Inquiries 40%

- Investigating current health and wellbeing trends or issues, making recommendations for changes or improvements and then reflect on these.

HUMANITIES

Year 10

Year 11

Year 12

Semester 1

Semester 2

Semester 1

Semester 2

Full Year

		Ancient Studies A	Ancient Studies B	Ancient Studies
		Business Innovation A	Business Innovation B	Business Innovation
		Economics 1	Economics 2	Economics
Geography and Environmental Studies A	Geography and Environmental Studies B	Geography A	Geography B	Geography
History A	History A	Modern History A	Modern History B	Modern History
		Legal Studies A	Legal Studies B	Legal Studies
		Philosophy A	Philosophy A	Philosophy
Who Will Rule The World? A	Who Will Rule The World? A			

Head of Faculty

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



Geography and Environmental Studies A and B

Faculty Area	Humanities
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

In Year 10 Geography and Environmental Studies, you will explore environmental issues through an in-depth study of the impacts and management of Adelaide's coastline, where you can make connections with theory and real-life situations by undertaking a fieldwork investigation. You will also examine environmental changes in Australia and other areas, such as Arctic Sea ice melt, ocean pollution, and nuclear disasters, and the sustainable strategies used to manage these changes. You will study the differences in wellbeing between countries, and the indicators used to measure wellbeing. The growth of the world's megacities will also be studied, as well as the social, economic, and environmental impacts of this growth. You will carry out an in-depth investigation of a global geographical issue such as global warming, deforestation, pollution, or overconsumption of resources, for example.

Content

- **Environmental Change and Management:** The ways in which humans and nature impact the environment and the ways in which the environment is managed.
- **Local fieldwork study of coastal management in Adelaide.**
- **Geographies of Human Wellbeing:** How wellbeing is measured across countries and how organisations (local, national, and global) can implement strategies to reduce differences in wellbeing across countries, including the role of the Sustainable Development Goals.
- **Megacities** looks at the development and growth of megacities and the challenges this growth has created, including water, air, and noise pollution, waste management, service provision and crime.
- **Global Issues** lends itself to an in-depth study of a current geographical issue facing global environments and/or communities. The area of investigation is chosen by you.
- A fieldwork investigation of the impacts on quality of life of the expansion and growth of Adelaide.

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

Assessment Type 1: Geographical Skills and Application Tasks	60%
Assessment Type 2: Independent Fieldwork Report	30%
Assessment Type 3: Examination	10%

History A

Faculty Area	Humanities
Prerequisites	Nil
Status	Compulsory
Length of Course	Semester

Course Overview

In Year 10 History, you will study the history of the modern world and Australia from 1918 to the present. You will study the twentieth century and how this became a critical period in Australia's social, cultural, economic, and political development. Through the study of history, you will explore how the transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. You will examine the nature of global conflict during the twentieth century, the consequences of World War II and how Australian society was affected by other significant global events and changes in this period.

Content

- Important features of the modern world (1918 – present).
- The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties, and the Great Depression.
- Causes, events, outcomes and impacts of World War II (1939 - 1945).
- Australia's entry into World War II.
- Experiences of Australians at war, including Kokoda Track Campaign, the bombing of Darwin and the role of women and Indigenous Australians.
- Aboriginal rights and freedoms before 1965.
- The US civil rights movement and its influence on Australia.
- The nature of popular culture (1945 – present) in Australia, including music, film, and sport.

Evidence of Learning

Internal Assessments

Assessment Type 1: Historical Skills	60%
Assessment Type 2: Historical Study	30%
Assessment Type 3: Examination	10%

Who Will Rule the World? A

Faculty Area	Humanities
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

You will develop the knowledge, skills and understanding to engage in a business and legal context of a startup through Shark Tank eSchool. Using a design thinking approach, you will investigate the process of finding and solving customer problems or needs utilising business planning tools. You will consider the challenges and opportunities associated with the business and the economy, including legal implications by examining the Australian Legal System. The subject also allows you to examine how digital and emerging technologies may present opportunities to enhance business models, as well as the impact these have on global and local communities. You will develop transferable critical thinking, problem-solving and decision-making skills.

Content

- Participation in Shark Tank eSchool
- Development of skills in finding and solving problems identified with a customer focus.
- Understanding the design thinking processes involved in working with an identified problem to come up with a proposed idea to be tested on potential customers, developing a more refined problem and prototype.
- Exploration of business models and gaining the knowledge of opportunities that digital technology presents to a start-up business environment.
- Exploring the Legal and Economic contexts on business activities.

Evidence of Learning

Internal Assessments

Assessment Type 1: Business Skills	70%
Assessment Type 2: Business Pitch	30%

LANGUAGES

Year 10

Year 11

Year 12

Full Year

Full Year

Full Year

Chinese Background Speakers

Chinese Background Speakers

Chinese
Background
Speakers

English as an
Additional Language

English as an
Additional Language

English as an
Additional
Language

German Continuers

German Continuers

German
Continuers

Japanese Continuers

Japanese Continuers

Japanese
Continuers

Head of Faculty

Callum Bell
Head of Languages
Email: bell_c@woodcroft.sa.edu.au

Chinese Background Speakers

Faculty Area	Languages
Prerequisites	You have had more than one year education in that country or in a wholly Chinese-speaking environment after five years of age.
Status	Elective
Length of Course	Full year

Course Overview

In Chinese you will explore how your identity and life are changing through your experiences in Australia. You will identify the differences between values from your home country and Australia. You will also study Chinese texts to better understand Chinese history, culture and values. Films based on contemporary issues will help you to understand social issues faced by Chinese communities. You will develop your writing skills in order to express your ideas and perspectives with clarity. You will read a range text types and resources, including newspaper reports, fiction, non-fiction and view films and documentaries.

Content

- Film study
- Education and life
- Family transformations
- Cultural evolution and adaptation
- Investigation task

Evidence of Learning

Internal Assessments

Assessment Type 1: Oral Presentation	25%
Assessment Type 2: Essay	25%
Assessment Type 3: Oral Interaction	25%
Assessment Type 4: Text Analysis	25%
Assessment Type 5: End of Semester Exam	Grade in Semester Report



English as an Additional Language

Faculty Area	Languages
Prerequisites	You have not used English as your main home language for most of your formative years.
Status	Upon application, you may be recommended to study EAL determined by your specific circumstances.
Length of Course	Full year

Course Overview

In English as an Additional Language you will complete a range of activities designed to further develop your reading, writing, listening and speaking skills. You will study a range of oral, written and multimodal texts such as novels, short stories and films that will help you develop an understanding of text structures and language features within different texts. You will create a range of texts such as, persuasive, critical analysis and speeches showing your understanding of how language features and text structures influence audiences. You will be involved in discussions and interviews to improve your speaking and listening skills and you will read and respond to how texts use persuasive language and devices to position audiences.

Content

- Novel and film studies
- Contemporary issues investigations
- Focused language skills study and practice
- Presentation skills development
- Language-rich interactive activities

Evidence of Learning

Internal Assessments

Assessment Type 1: Responding to Spoken, Written and Multimodal Texts	50%
Assessment Type 2: Creating Oral Written and Multimodal Texts	25%
Assessment Type 3: Examination	25%

German Continuers

Faculty Area	Languages
Prerequisites	Year 9 German
Status	Elective
Length of Course	Full year

Course Overview

In German you will have the opportunity to develop and broaden your language skills. The course revolves around the vibrant world city, Berlin. You will plan a night out in Berlin in which you will talk about your entertainment and music preferences. You will write an itinerary for a holiday in the capital, as well as exploring the topics of the environment and extreme sports. You will also improve your language-comprehension skills by reading, listening, and analysing a range of German texts. The close relationship of English and German will also mean that you will become increasingly reflective on the way you express yourself in English.

Content

- Berlin and travel
- Problems facing young people
- Interests and daily routine
- Environment
- Sport
- Comparative and superlative adjectives and adverbs
- Past, Present, and future tenses
- Indicative, imperative, and subjunctive moods
- Conjunctions
- Reflexive verbs

Evidence of Learning

Internal Assessments

Assessment Type 1: Interactive Speaking Task	25%
Assessment Type 2: Reading and Responding Task	25%
Assessment Type 3: Listening and Responding Task	25%
Assessment Type 4: Written Task	25%
Assessment Type 5: End of Semester Exam	Grade in Semester Report

Japanese Continuers

Faculty Area	Languages
Prerequisites	Year 9 Japanese
Status	Elective
Length of Course	Full year

Course Overview

In Japanese you will study the topics of daily routines and leisure, family relations and a trip to Japan. Through these topics, you will have the opportunity to interact with others to exchange information, ideas, opinions and experiences. You will create speeches, blogs and emails in Japanese. You will read and listen to a variety of texts in Japanese to find information, ideas and opinions, interpret meaning, and examine relationships between Australia and Japan. Studying Japanese will help you to understand your own language better and will open your mind to different cultures.

Content

- **Grammar:** You will learn to identify the different types of verbs and conjugate them into their different forms. This becomes the basis of more complex grammatical structures and is a foundation for Year 11 and Year 12 Japanese.
- **Kanji:** You will use flashcards and a variety of different computer programs such as Quizlet and Blooket to learn the required Kanji. By the end of Year 10, you will have been introduced to 80% of the SACE Kanji requirements.
- **Reading:** You will read a variety of different texts and be introduced to a wide variety of text types in Japanese.
- **Listening:** You will listen and respond to a number of listening texts.
- **Speaking:** You will use single lessons to interact with each other. There are guiding questions from a range of conversation booklets to prepare you for Year 11 and 12 Japanese.

Evidence of Learning

Internal Assessments

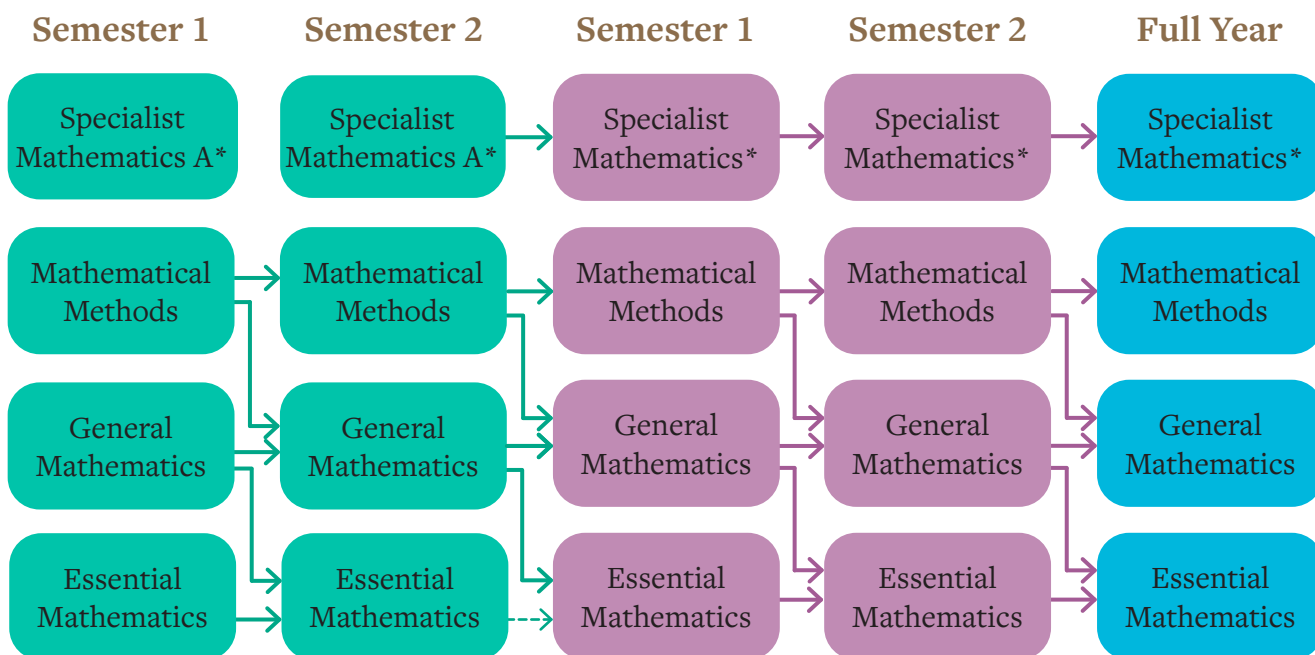
Assessment Type 1: Interactive Speaking Task	25%
Assessment Type 2: Reading and Responding Task	25%
Assessment Type 3: Listening and Responding Task	25%
Assessment Type 4: Written Task	25%
Assessment Type 5: End of Semester Exam	Grade in Semester Report

MATHEMATICS

Year 10

Year 11

Year 12



**Specialist Mathematics must be studied in conjunction with Mathematical Methods*

Head of Faculty

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



Essential Mathematics 1 and 2

Faculty Area	Mathematics
Prerequisites	Nil
Status	Compulsory for you to study at least one level of Mathematics
Length of Course	Full year

Course Overview

You will consolidate your basic numeracy skills in ways that apply to practical problem-solving in a range of real-life situations.

You will use technologies, such as spreadsheets and scientific calculators throughout the course to develop a greater understanding of the key concepts.

Content

- Calculations, time and ratio
- Measurement and geometry
- Pythagoras' theorem and trigonometry
- Consumer arithmetic
- Statistics

Evidence of Learning

Internal Assessments

Assessment Type 1: Tests	50%
Assessment Type 2: Investigations	50%

You will be assessed using tests and investigations with and without the use of technology.

General Mathematics I and 2

Faculty Area	Mathematics
Prerequisites	Nil
Status	Compulsory for you to study at least one level of Mathematics
Length of Course	Full year

Course Overview

You will consolidate your mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts.

You will use technologies, such as spreadsheets, dynamic geometry software, Desmos and graphic calculators throughout the course to develop a greater understanding of the key concepts.

Content

- Exponential functions
- Financial mathematics
- Linear functions
- Measurement and geometry
- Pythagoras and trigonometry
- Statistics

Evidence of Learning

Internal Assessments

Assessment Type 1: Tests	60%
Assessment Type 2: Investigations	25%
Assessment Type 3: Examinations	15%

You will be assessed using tests and investigations with and without the use of technology. This course has a 90-minute examination at the end of each semester.

N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a Casio fx-CG50 AU calculator.



Mathematical Methods I and 2

Faculty Area	Mathematics
Prerequisites	A- (or above) in Year 9 Mathematics or C+ (or above) in Year 9 Enrichment Mathematics
Status	Compulsory for you to study at least one level of Mathematics
Length of Course	Full year

Course Overview

Mathematics provides you with the opportunity to develop a thorough knowledge and understanding of the skills required to work mathematically and to communicate effectively. You will have the opportunity to develop and use mathematical models extensively.

You may use technologies, such as spreadsheets, dynamic geometry software, Desmos and graphic calculators throughout the course to develop a greater understanding of the key concepts.

Content

- Exponential functions and equations
- Linear functions and equations
- Quadratic functions and equations
- Statistics and probability

Evidence of Learning

Internal Assessments

Assessment Type 1: Tests	60%
Assessment Type 2: Investigations	25%
Assessment Type 3: Examinations	15%

You will be assessed using tests and investigations with and without the use of technology. This course has a 90-minute examination at the end of each semester.

N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a Casio fx-CG50 AU calculator.



Specialist Mathematics A

Faculty Area	Mathematics
Prerequisites	B- (or above) in Year 9 Enrichment Mathematics
Status	Must be studied in conjunction with Mathematical Methods (full year course). Compulsory for you to study at least one level of Mathematics.
Length of Course	One semester (using one elective spot)

Course Overview

Specialist Mathematics provides you with the opportunity to develop a thorough knowledge and understanding of the skills required to work mathematically and to communicate concisely and precisely. Specialist Mathematics will enable you to develop an awareness of the interconnected nature of mathematics and its functionality.

You may use technologies, such as spreadsheets, dynamic geometry software, Desmos and graphic calculators throughout the course to develop a greater understanding of the key concepts.

Content

- Measurement
- Trigonometry
- Deductive reasoning
- Unit circle and trigonometric functions

Evidence of Learning

Internal Assessments

Assessment Type 1: Tests	60%
Assessment Type 2: Investigations	25%
Assessment Type 3: Examinations	15%

You will be assessed using tests and investigations with and without the use of technology. This course has a 90-minute examination at the end of each semester.

N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a Casio fx-CG50 AU calculator.

MUSIC

Year 10

Full Year

Music

Year 11

Full Year

Music Advanced
(Composition Specialisation)

Music Advanced
(Performance Specialisation)

Year 12

Full Year

Music
Explorations
(Composition
Focus)

Music Performance
- Ensemble
Music Performance
- Solo

Head of Faculty

Reneé McCarthy
Director of Music
Email: mccarthy_r@woodcroft.sa.edu.au



Music

Faculty Area	Music
Prerequisites	Year 9 Music and a minimum of one year's instrumental tuition. You are to maintain weekly instrumental tuition on your instrument and expected to participate in at least one College ensemble. Weekly accompaniment is provided by the College.
Status	Elective
Length of Course	Full year

Course Overview

In Year 10 Music you will learn and develop skills in all areas of music (performance, theory, aural, music appreciation, arranging and composing) to determine your specialisation for Senior School. You will develop your performance skills, working with an instrumental teacher and accompanist to develop technique on your instrument with solo performances each term. You will work together as a class band, learning music in a range of styles and performing at Showcase. You will learn to read musical scores, harmonise music and develop your theory and aural skills through listening to and composing/arranging using Music Technology. You will view a range of performances (live or online) and will reflect on your music journey.

Content

- **Solo Performance:** You will work with your instrumental tutor to learn new repertoire and to develop your skills, technique, and confidence as soloists on your instrument.
- **Ensemble Performance:** You perform in a class band and with the Woodcroft College Concert Band including performances with each group at Showcase.
- **Arrangement or Composition:** You will demonstrate your creativity by completing a Music Folio of either arrangements, compositions or audio file recordings using Music Technology.
- **Theory/Aural:** You will develop skills in reading and notating music, analysing music scores, and harmonising melodies.
- **Reflection:** You will reflect on your development as a musician and your music journey.

Evidence of Learning

Internal Assessments

Assessment Type 1: Creative Works (performance, arrangement/composition)	65%
Assessment Type 2: Musical Literacy (class test aural/theory, reflection of music journey)	35%

OUTDOOR EDUCATION

Year 10

Full Year

Integrated Learning - Future Leaders

Year 11

Semester 1

Outdoor
Education A

Semester 2

Outdoor
Education B

Year 12

Full Year

Outdoor
Education

Head of Faculty

Ben Taylor
Head of Outdoor Education
Email: taylor_b@woodcroft.sa.edu.au



Integrated Learning - Future Leaders

Faculty Area	Outdoor Education
Credits	10
Prerequisites	Selections are based on performance at the Year 9 Quest camp. The subject will not appear for selection in the web preference system.
Status	Elective
Length of Course	Full year

Course Overview

Future Leaders is delivered as an intensive leadership program. You will engage in long format experience-based learning opportunities. You will not have timetabled lessons for this subject, so you need to quickly develop high level organisation and communication skills. The long periods spent away on field experiences often result in strong interpersonal skills; decision-making, group management, problem-solving and conflict resolution skills.

Content

- Five-day Leadership Camp in the Adelaide Hills: Leadership theory is put into practice while participating in activities including kayaking, mountain biking and climbing. This also includes an overnight walk.
- Five-day Rock Climbing Camp: This program focuses on skills acquisition while developing a connection with peers, staff and the natural environment.
- Six-day Snow Experience: We travel by foot and learn snow camping skills in the Victorian High Country. This is not a downhill ski/snowboard trip.
- You will arrange 15 hours of self-directed service learning and complete a reflection on this.
- The program includes other day activities including a launch day and climbing training.
- Regular compulsory meetings occur each Wednesday at lunchtime.

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Exploration	33.3%
Assessment Type 2: Personal Venture	33.3%
Assessment Type 3: Connections	33.3%

PHYSICAL EDUCATION

Year 10

Semester 1

Physical Education

Specialist
Physical
Education A

Semester 2

Specialist
Physical
Education B

Year 11

Semester 1

Physical
Education A

Semester 2

Physical
Education B

Year 12

Full Year

Physical
Education

Head of Faculty

Ben Woodhouse
Head of Physical Education
Email: woodhouse_b@woodcroft.sa.edu.au



Physical Education

Faculty Area	Physical Education
Prerequisites	Nil
Status	Compulsory
Length of Course	Full year

Course Overview

The aim of Physical Education is the acquisition of movement skills and concepts to enable you to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, you will acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. You will develop an appreciation of the significance of physical activity and sport in Australian society and globally.

Content

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

Evidence of Learning

Internal Assessments

Assessment Type 1: Knowledge and Understanding	30%
Assessment Type 2: Performing Skills	40%
Assessment Type 3: Teamwork, Collaboration and Leadership	30%

Specialist Physical Education A and B

Faculty Area	Physical Education
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

This course delves more deeply into the specialist nature of physical activity and movement than the compulsory PE course. You will be introduced to elements of SACE PE and the theories senior PE students encounter.

Content

This course is designed to allow you to improve your performance by using theories and concepts from PE.

- Volleyball: Understanding biomechanics and how it affects volleyball performance.
- Softball: Skill learning and the Components of Fitness.
- International Rules Football: Energy systems and how they affect performance.
- Coaching: Developing the skills to plan and coach activities catering to younger children.
- Flag Football: Understanding how a skill is learnt and developed to improve performance.
- Badminton: Strategies and tactics of teamwork.

NB: Content will depend on semester

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

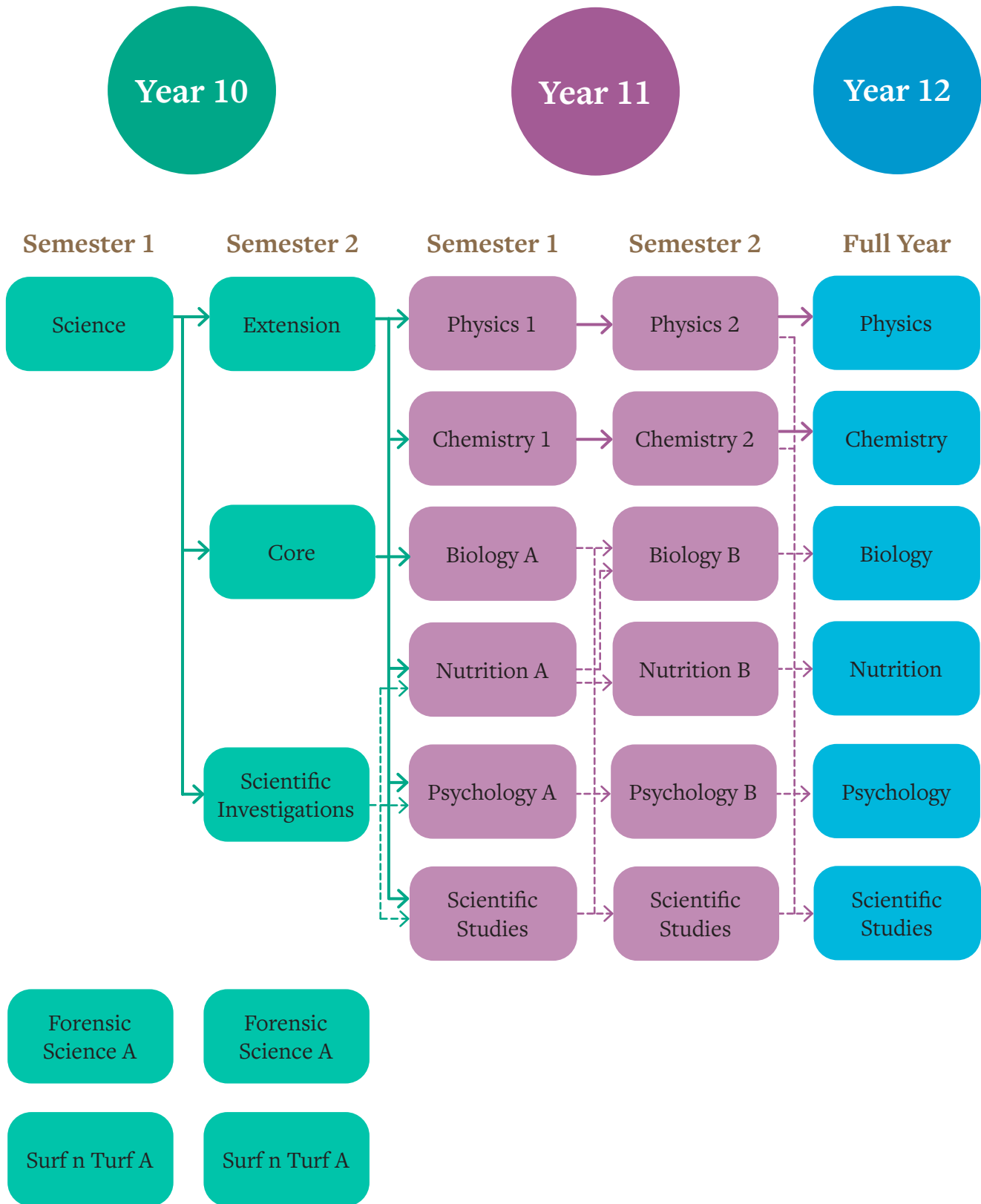
Evidence of Learning

Internal Assessments

Assessment Type 1: Application	50%
Assessment Type 2: Analysis and Evaluation	50%

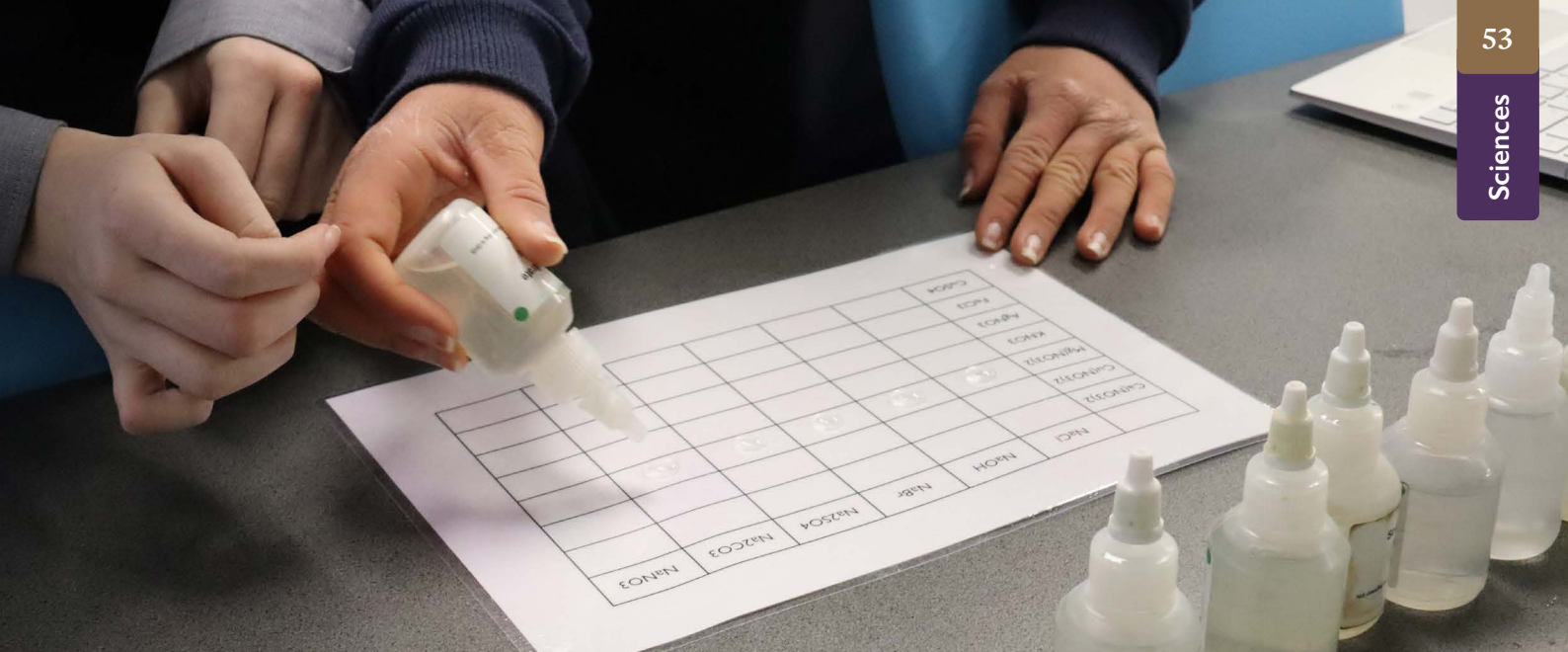


SCIENCES



Head of Faculty

Suneel Kookana
 Head of Science
 Email: kookana_s@woodcroft.sa.edu.au



Science

Faculty Area	Sciences
Prerequisites	Nil
Status	Compulsory
Length of Course	Full year

Course Overview

Science in Semester 1 at Year 10 is taught as an integrated subject. This provides you with the opportunity to explore each of the major branches, Physics, Chemistry, Biology and Earth and Space Science. Towards the end of Semester 1 you may choose an extension pathway to challenge yourself with a faster paced course and increasingly difficult examples and applications of the concepts. The core pathway allows you to also explore all areas of Science before specialisation in any option at Year 11. The Scientific investigations course is an alternative pathway allowing you to focus on foundational skills to support scientific understanding.

You will be engaged in activities which require you to deconstruct problems, design investigations and explore contemporary issues.

Content

- Biological Sciences: Genetics & Evolution – How does DNA tell us the story of our past?
- Chemical Sciences: The Periodic Table and Chemical Reactions – Does the organisation of facts lead to a greater understanding and predictions to improve materials production?
- Physical Sciences: Conservation of Energy and Newton's Laws of Motion – Can we ever have unlimited energy and how does an understanding of motion allow us to improve our modern world?
- Earth & Space Science: Global Systems and The Big Bang – Is the key to living in harmony with the Earth found in the knowledge of the past?

Evidence of Learning

Internal Assessments

Assessment Type 1: Investigations Folio

- | | |
|--------------------------------|-----|
| • Practical Investigation | 30% |
| • Science as a Human Endeavour | 30% |

Assessment Type 2: Skills and Applications Tasks

- | | |
|-------------------------------|-----|
| • Written Test | 30% |
| • End of Semester Examination | 10% |

Forensic Science A

Faculty Area	Sciences
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

This course offers you an insight into the analytical techniques used in Forensic Science. The course brings together aspects of Biology, Chemistry, Physics and Psychology to collect, preserve and analyse evidence.

You will learn through hands on activities that include:

- Fingerprint collection and analysis
- Plaster casting impressions
- Analysis of ink and handwriting samples
- Analysis of hair and fibre samples
- Identifying blood types and blood spatter analysis
- DNA analysis

You will also learn about the ethics and limitations of forensic science. The subject aims to build your knowledge and understanding of the field as well as develop observation, critical thinking, and problem-solving skills.

Evidence of Learning

Assessment will cover a range of skills, knowledge, analytical and critical thinking skills, and may include:

- Practical experimental reports
- Case studies
- Tests
- Mock Crime Scene analysis

Surf n Turf A

Faculty Area	Sciences
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

In this course, you have the opportunity to gain an appreciation of land-based agriculture and aquacultural industries with a focus on marine biology. You will be exposed to agricultural techniques and exposure to the sizeable viticulture industry in our state. A study of marine biology will form the basis of aquaculture studies which is a growing industry in the state. You may examine ethical farming practices and sustainable resource use with a consideration of the journey from production to plate. This may involve exploring energy utilisation, manufacturing, processing and packaging.

You will be encouraged to learn using a variety of methods centred around hands-on learning. This may be through the establishment and operation of a vegetable garden, greenhouses and aquariums, to study the conditions and techniques used in the industries. The subject aims to provide you with valuable knowledge and skills for the world of agriculture, marine biology and aquaculture related fields.

Evidence of Learning

Assessment will cover a range of skills, knowledge, critical thinking, and agricultural skills, and may include:

- Research project on an industry/technique
- Field Study analysis
- Practical experimental reports and agricultural skills

VISUAL ARTS

Year 10

Year 11

Year 12

Semester 1	Semester 2	Semester 1	Semester 2	Full Year
Design A	Design B	Design A	Design B	Design
Photography A	Photography B	Creative Arts Photography A	Creative Arts Photography B	Creative Arts Photography
Visual Arts A	Visual Arts B	Visual Arts A	Visual Arts B	Visual Arts

Head of Faculty

Skye McVicar
 Head of Art
 Email: mcvicar_s@woodcroft.sa.edu.au

Design A and B

Faculty Area	Visual Arts
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

You will explore the design process, including visual, practical, and written forms of evidence. This includes experimentation with Creative Cloud Programs such as Adobe Photoshop, Illustrator and Lightroom. You will demonstrate your technical skills and professional application of your conceptual ideas and present your knowledge of design principles and skills in computer editing using industry standard design programs. You will explore a range of design outcomes such as product design, graphic design, fashion and architecture.

Content

- Visual brainstorming
- Experimentation of design ideas
- Researching and analysing the principles of design
- Comparing and drawing conclusions about different design works
- Creating connections with design works throughout the design process
- Documenting practical work to demonstrate conceptual and technical understanding of the design process
- Developing and presenting ideas towards the creation of conclusive design works

Evidence of Learning

Internal Assessments

Assessment Type 1: Folio	40%
Assessment Type 2: Practical Plus Practical Statement	30%
Assessment Type 3: Visual Study	30%



Photography A and B

Faculty Area	Visual Arts
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

You will be introduced to the art of photography. During this course you will develop an understanding of the camera and postproduction editing tools using Adobe Creative Cloud Photoshop. You will evaluate your own photographic work and the work of other photographers from different times, places and cultures. You will develop and refine techniques and processes to represent visual ideas and subject matter in your own photographic work.

Content

- Photographic techniques and processes
- Researching and analysing photography works
- Comparing and drawing conclusions about photography
- Creating connections with the work of other photographers
- Documenting practical work to demonstrate conceptual and technical understanding
- Developing and presenting ideas towards the creation of conclusive photographs

Evidence of Learning

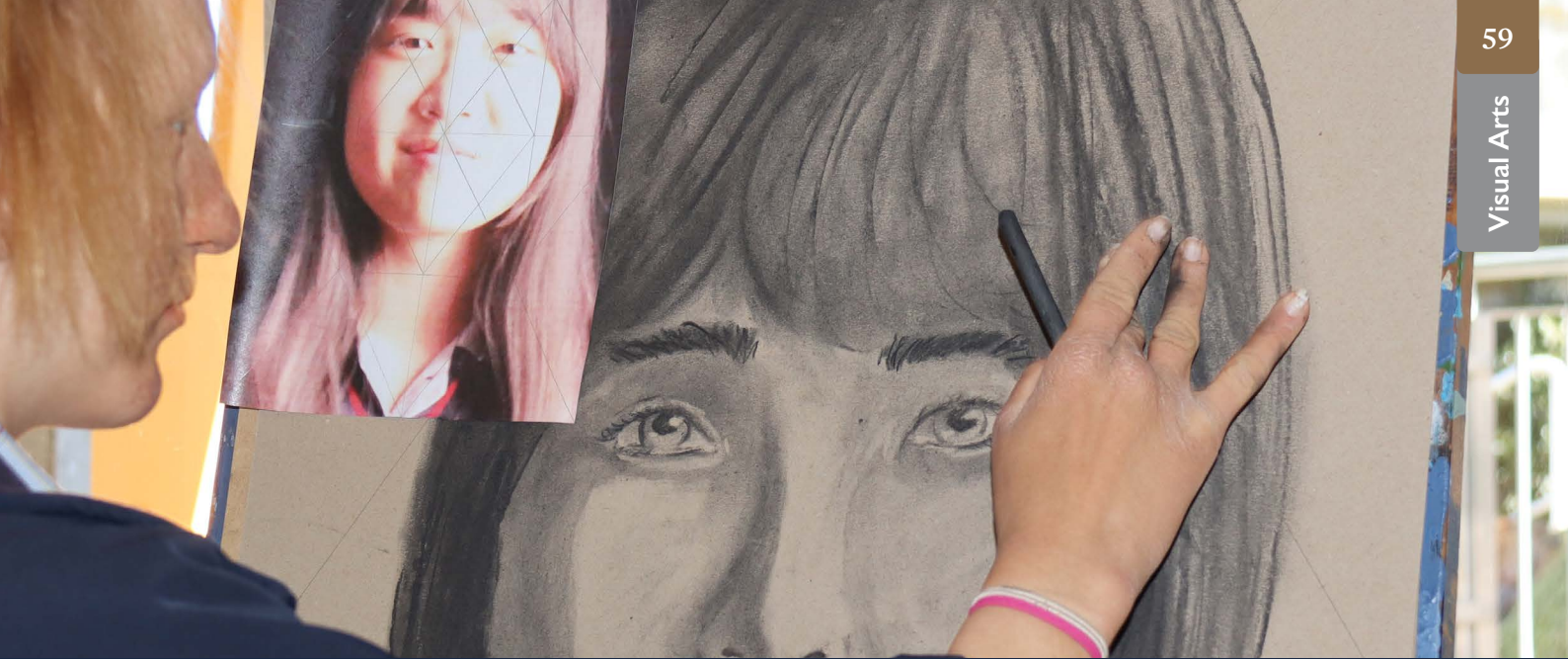
Internal Assessments

Assessment Type 1

- Product (Plus Practical Statement) 50%

Assessment Type 2

- Inquiry 20%
- Practical Skills 30%



Visual Arts A and B

Faculty Area	Visual Arts
Prerequisites	Nil
Status	Elective
Length of Course	Semester or full year

Course Overview

You will evaluate how representations communicate artistic intentions in artworks you make and view. You will evaluate artworks and displays from different times, places and cultures. You will analyse connections between different works of art, practices and viewpoints that represent your own and others' ideas. You will identify influences of other artist's works on their own art making process. You will manipulate methods and materials to develop and refine techniques and processes in order to represent ideas and subject matter in your own works of art.

Content

- Visual brainstorming
- Drawing and media experimentation
- Researching and analysing art works
- Comparing and drawing conclusions about different works of art
- Creating connections with works of art throughout the art making process
- Documenting practical work to demonstrate conceptual and technical understanding
- Developing and presenting ideas towards the creation of conclusive art works

Evidence of Learning

Internal Assessments

Assessment Type 1: Folio	40%
Assessment Type 2: Practical	30%
Assessment Type 3: Plus Practical Statement Visual Study	30%

VOCATIONAL EDUCATION AND TRAINING

Year 10

Semester 1

Semester 2

Year 11

Semester 1

Semester 2

Year 12

Full Year

Workplace
Practices
10 credits

Workplace
Practices
10 credits

Workplace
Practices
20 credits

VET Opportunities Include:

Work Experience

VET Structured Placement

VET Direct

School-Based Traineeships

AFL Sports Ready School-Based Traineeship

Head of Faculty

Abigail Batten
Pathways Coordinator
Email: batten_a@woodcroft.sa.edu.au

VET in SACE Preparation and VET Direct

Faculty Area	Vocational Education and Training
Prerequisites	Nil
Status	Elective
Length of Course	To be negotiated

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

The SACE provides you with an increased capacity to include VET as part of your study. This is a key mechanism for facilitating successful transitions from school to further study or work. If studying VET Direct, 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. The published SACE Board VET Recognition Register <https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register> will determine which training qualifications receive recognition and at what stage. The system will calculate certificate levels to advantage you. Generally, Certificate I and II level training will be linked to Stage 1 credits and Certificate III and higher will be linked to Stage 2 credits.

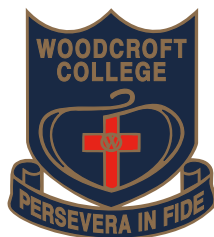
Preparation for VET Direct as a one day per week VET in schools delivery in Years 11 and 12 is highly recommended in Year 10 as part of the new VET Readiness Orientation (VETRO).

This can involve:

- Selecting appropriate level English and Mathematics at school for success in selected vocational fields and to succeed in the LLN (Language, Literacy and Numeracy assessment) where Certificate III qualifications require a Level 3 outcome.
- Working With Children Check application.
- Work Experience Induction (mandatory 5-hour preparation for work placement/work experience).
- White Card training (1-day safety theory recognised for the construction/building industry).
- Work Experience.
- VET For School Student VETRO Application to Registered Training Organisation (RTO).

The VET Coordinator can assist in sourcing training providers and discuss courses toward flexible industry pathway learning.

It is highly recommended that if you are considering VET, participate in work experience and select this option as part of the end of Semester 1 Enrichment Week program or arrange work experience 4-5 weeks prior to school holiday breaks. In Semester 2, you should make arrangements for discussions and applications for VET For School Student courses for Year 11 or Term 4 taster courses. Communication may occur as you display interest in, or sign up for a School-Based Traineeship (SBAT) via your casual employment to discuss advantages and implications for other vocational training in your future career plan before full endorsement by Woodcroft College.



WOODCROFT COLLEGE

An Independent Coeducational Anglican ELC - Year 12 School

PO Box 48, Morphett Vale South Australia 5162 T: +61 8 8322 2333 woodcroft.sa.edu.au Cricos #01645K