

Year 11 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.

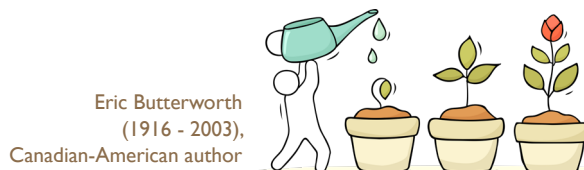
"In a world of algorithms, hashtags and followers, know the true importance of human connection."

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.

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INTRODUCTION

The Year 11 Curriculum Handbook has been prepared to acquaint students and parents with the subjects available for study in the Senior School at Woodcroft College and to enable them to plan a program of study tailored to each student's particular needs.

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

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 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.

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.

We strongly recommend that students choose subjects which:

- they are interested in
- build upon existing strengths and skills
- stretch them as a learner

Please note that:

- subject prerequisites 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 with 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 Coordinator for specific advice. Parents who wish to be involved in this process are most welcome.

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

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

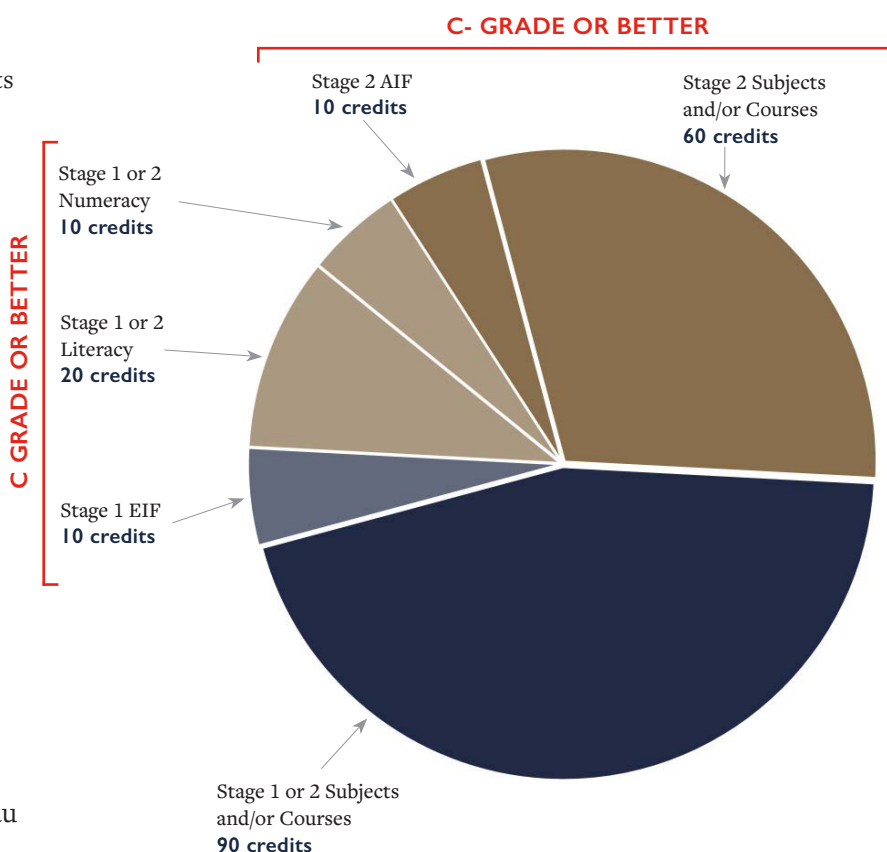
To gain the certificate students must earn 200 credits. 10 credits are equivalent to one semester or six months of study in a subject.

Some elements of the SACE are compulsory. These are:

- Exploring Identities and Futures (EIF) (formerly 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 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 Years 11 and 12, three lessons a week are allocated to the Pastoral Care Program. During this time, students participate in activities such 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 and 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 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.

Contact

Head of Year 11/12

Head of Year 11/12

College Pastor and Head of RAVE

Rachel Empson

Mark Cussadia

Marty Fox

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LEARNING AREAS

ACTIVATING IDENTITIES AND FUTURES

Year 11

Year 12

Semester 1

Activating
Identities and
Futures A

Semester 2

Activating
Identities and
Futures A

Semester 1

Activating
Identities and
Futures
*(if not completed in
Year 11)*

Head of Faculty

Tarnya Saunderson
AIF Coordinator
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SACE Stage 2 Activating Identities and Futures

(Formerly Stage 2 Research Project)

Faculty Area	Activating Identities and Futures
Credits	10 (semester)
Prerequisites	Nil
Status	Compulsory - you must complete with a Grade C- or better

Course Overview

Stage 2 Activating Identities and Futures gives you the opportunity to explore ideas related to an area of personal interest through a process of self-directed inquiry. You will draw on relevant knowledge, skills and capabilities developed throughout your learning that you can apply in this new context and select relevant strategies to progress your own learning to produce a resolution. Utilising creativity and initiative you will use agency to explore your learning goal developing your skills using a variety of strategies and perspectives to create a learning output. This exploration will help you build upon your learning capabilities and support you in your current and future pathways.

Content

- **Portfolio:** A collection of natural evidence of research learning as you progress through exploration considering the value and purpose intended for your chosen learning goal and creation of your output.
- **Progress Checks:** You will discuss the progress of your learning in relation to your chosen output at different intervals throughout your portfolio.
- **Progress Checks:** You will consider the impact of different strategies, perspectives and feedback that you have utilised at set points and consider what further strategies and perspectives will help you progress towards your intended learning output, whilst evaluating the success and limitations experienced.
- **Appraisal:** Responding to the value and purpose of your learning output, you will reflect on the significant strategies and perspectives that have shaped your chosen output and learning processes.

Evidence of Learning

Internal Assessment

Assessment Type 1: Portfolio	30%
Assessment Type 2: Progress Checks	40%

External Assessment

Assessment Type 3: Appraisal	30%
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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 &
Hospitality A

Food &
Hospitality B

Food &
Hospitality

Nutrition A
(see Sciences)

Nutrition B
(see Sciences)

Nutrition
(see Sciences)

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

Robotics &
Electronic
Systems A

Robotics &
Electronic
Systems B

Robotics &
Electronic
Systems A

Robotics &
Electronic
Systems B

Robotics &
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



SACE Stage I Advanced Manufacturing A & B

Faculty Area	Innovative Technologies
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Year 11 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 Assessment

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



SACE Stage I Child Studies A & B

Faculty Area	Home Economics
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Child Studies focuses on children and their development from conception to eight years.

You will undertake a range of teacher planned and student-led activities to develop your knowledge and understanding of young children through individual, collaborative, and practical learning.

You will develop skills and confidence in your abilities to plan, implement and evaluate a range of activities related to a wide range of topics to improve your decision-making abilities. You will investigate a range of contemporary parental and family topics and scenarios, to objectively consider research and advice, to form conclusions about best practice.

You will complete an Investigation on a contemporary topic to reflect your learning and understanding of this diverse area.

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

Content

- Interacting with children in the Junior School and ELC
- Nutrition and preparing food for children and infants
- The importance of reading to children - writing a storybook
- Fine motor skill development activities
- Outdoor activities and nature play
- Pregnancy and parenting
- Investigation: You will respond to a current topic regarding the health and wellbeing of children aged 0-8 years.

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Practical Activity	50%
Assessment Type 2: Group Activity	20%
Assessment Type 3: Investigation	30%



SACE Stage I Food and Hospitality A & B

Faculty Area	Home Economics
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

You will develop an understanding of current cooking techniques and issues related to food catering and hospitality focusing on environmental and sustainability issues within the food and hospitality industry.

You will work independently and collaboratively to implement and refine safe food practices in the preparation, storage, and handling of food, complying with current health and safety legislation. You will apply design thinking, problem-solving, creativity and management skills to produce food products.

You will investigate and debate health and sustainability issues based around food, hospitality, and management practices.

Learning is demonstrated through the application of knowledge and skills in practical cookery, catering in groups, hospitality scenario settings and through investigation and analysis of issues related to food health and hospitality.

Content

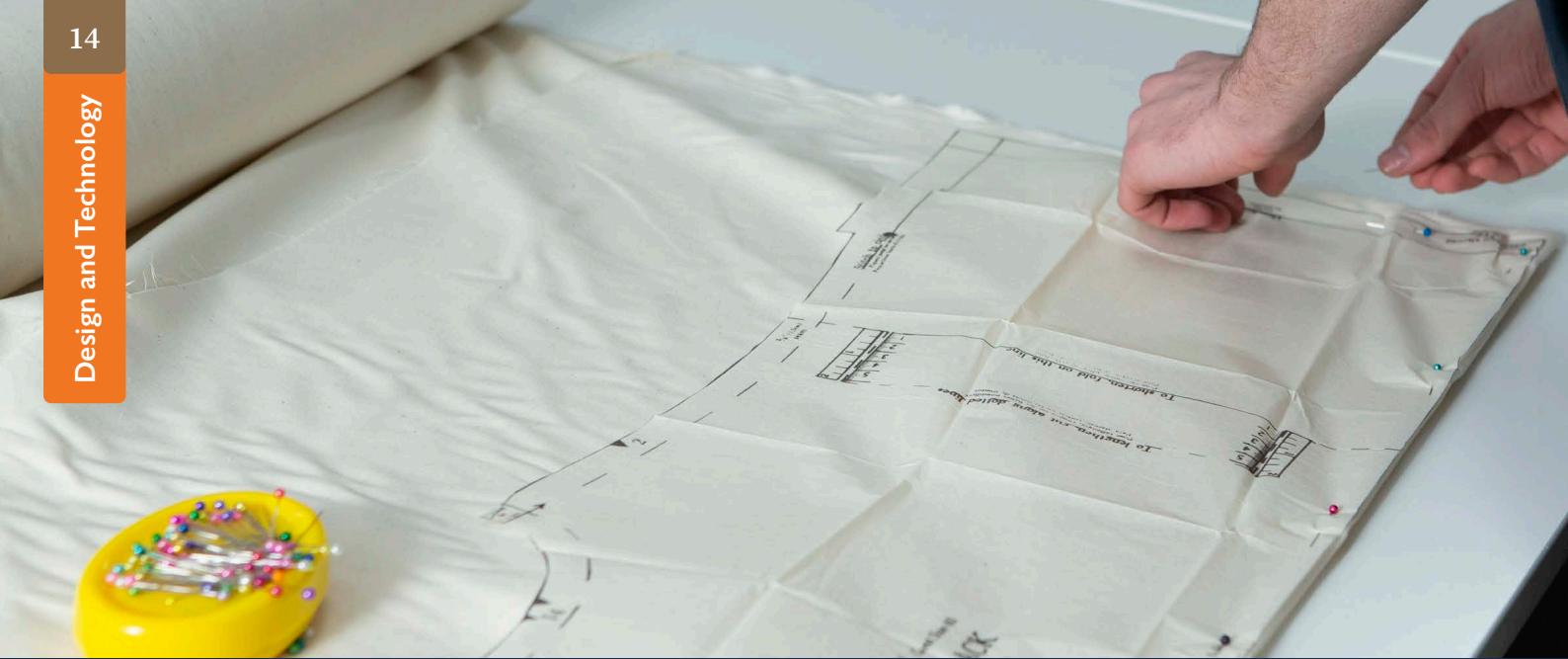
- Food safety and industry design task
- Great Aussie pie
- Spices and flavour challenge
- Future of food: Alternatives
- Cultural soups
- Macarons vs macaroons
- Choux pastries or sweets and desserts
- Investigation: You will respond to a current topic within the food and hospitality industry.

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Practical Activity	50%
Assessment Type 2: Group Activity	20%
Assessment Type 3: Investigation	30%



SACE Stage I Material Solutions (Clothing & Textiles) A & B

Faculty Area	Home Economics
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

You will design and create products with purpose and develop the knowledge and skills associated with using different sewing processes, equipment, and production techniques.

This subject provides opportunities to develop design thinking, demonstrate critical and creative thinking and innovation, and to refine advanced practical skills and techniques to make high quality products for intended purposes.

You will develop knowledge and understanding of garment construction techniques, construction processes and ethical and sustainability issues in the Textiles industry.

Content

- Garment construction: Working with stretch fabrics
- Fashion design and trends
- Thrift shop transformation (upcycling)
- Fabric and materials analysis
- Slow fashion

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Specialised Skills Task (multimodal form)	50%
Assessment Type 2: Design Process and Solution	50%
<ul style="list-style-type: none"> • Part 1 - Design Development (folio) • Part 2 – Solution Realisation (create a product and evaluate) 	



SACE Stage I Robotics and Electronic Systems A & B

Faculty Area	Innovative Technologies
Credits	10 (semester)
Prerequisites	Nil
Status	Elective

Course Overview

In Year 11 Robotics and Electronic Systems 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 in teams. You will incorporate sensors, actuators, 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. This subject is a prerequisite to the Year 12 Robotics and Electronic Systems subject.

Content

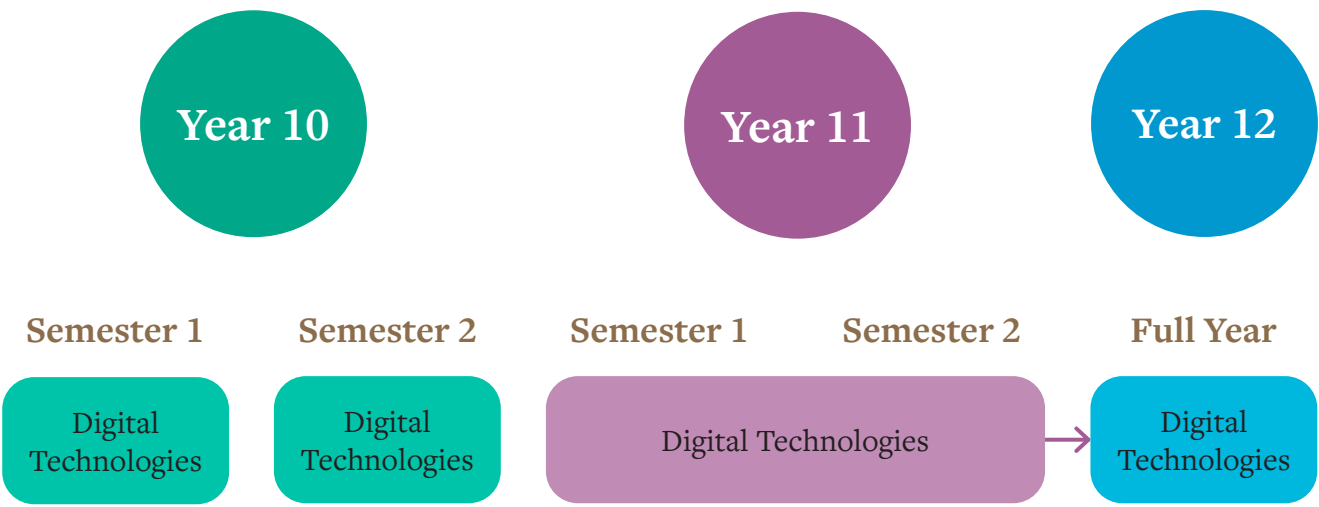
- Designing and creating a robotics solution to address a real-world problem using the engineering process.
- Design development: Investigation, ideation, product analysis, concept sketches.
- Learning about fundamental coding concepts (VEX Code text C++).
- Programming robots using text-based code.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

Evidence of Learning

Internal Assessment

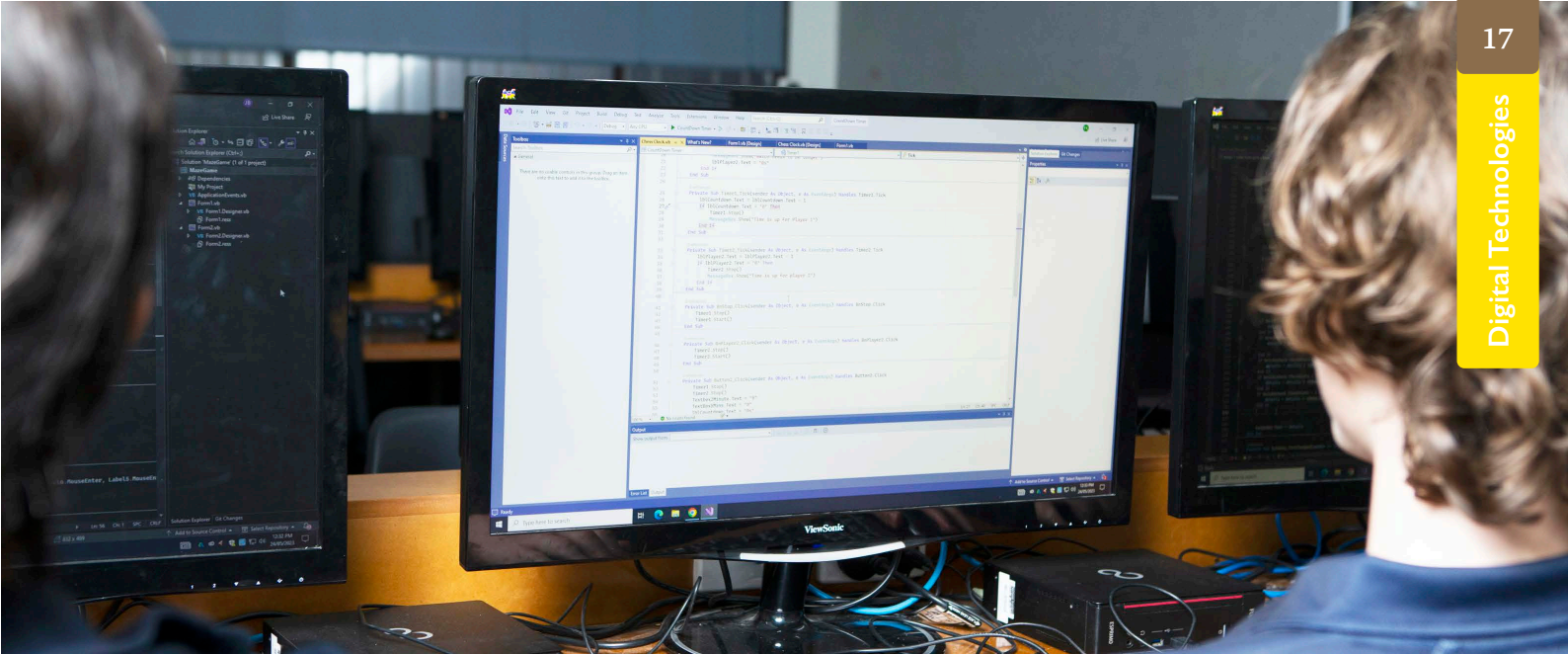
Assessment Type 1: Skills and Application	40%
Assessment Type 2: Design Process and Solution	60%

DIGITAL TECHNOLOGIES



Head of Faculty

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



SACE Stage 1 Digital Technologies

Faculty Area	Digital Technologies
Credits	20 (full year)
Prerequisites	Nil
Status	Elective

Note: If you are intending to study Stage 2 Digital Technologies in Year 12, you must complete Stage 1 Digital Technologies at Grade C or above in Year 11.

Course Overview

In Digital Technologies you will create practical, innovative solutions to problems of interest to you. You will apply computational thinking skills to explore real world problems and possible solutions that address these. You will work both individually and collaboratively in developing and applying your skills in program design and practical programming to create and evaluate digital solutions. You will also develop an understanding of ethical considerations in digital technologies.

Content

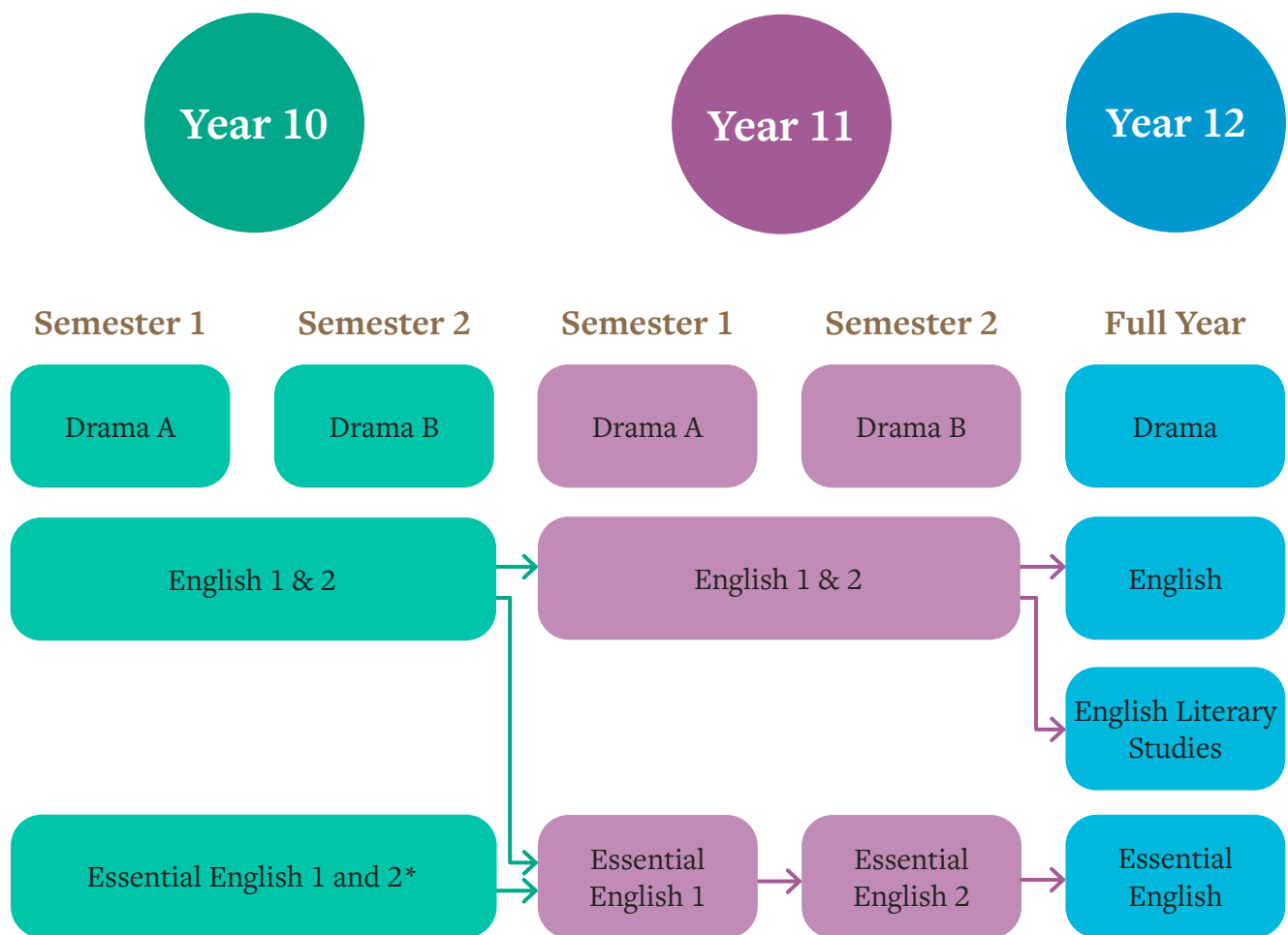
- Introduction to programming: Where you design, develop and evaluate practical applications.
- Data analytics: Where you analyse relationships in data sets, apply programming and program-design skills, and use a digital system to transform data into information.
- Advanced programming: Where you extend your programming knowledge and coding skills.
- Exploring innovations: Where you investigate current innovations and advances in technology. You will have the opportunity to work collaboratively and use your initiative and creativity to generate and develop ideas and turn these ideas into practical solutions.

Evidence of Learning

Internal Assessment

Assessment Type 1: Project Skills Tasks	60%
Assessment Type 2: Digital Solutions	40%

ENGLISH



**You are pre-selected for this course*

Head of Faculty

Sara Papailiou
Head of English
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SACE Stage 1 Drama A & B

Faculty Area	English
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Stage 1 Drama, 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: You will adopt a designing or performance role for a hypothetical production to demonstrate your 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 Assessment

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

SACE Stage 1 English I & 2

Faculty Area	English
Credits	20 (full year)
Prerequisites	Nil
Status	Compulsory for you to study a full year of an English subject at Stage 1.

Course Overview

In Stage 1 English, you will have the opportunity to explore both your creativity and your skills of analysis in a range of tasks. Building on your knowledge of critical perspectives, you will apply these to a film study, considering different approaches to text analysis. You will have the opportunity to attend a live theatre performance and use your creativity to reimagine the ideas in a different context. Your creativity will also be applied to a free choice creative task where you will use your student agency to produce a task of your choice. In Semester 2, you will continue to develop your skills in text creation and analysis. Your study of *Shakespeare* will take on a creative element with the transformation of *Macbeth*, and your creativity will also be able to flourish through creative profile writing. Your analytical skills and independent agency will be applied to a comparative essay where a text studied in class will complement a novel of your choice. The course will culminate with a critical reading exam that focuses on creative styles, including prose, poetry and drama.

Content

English 1 (Semester 1)

- Responding to a text: Critical perspectives film study - exploration of film through a maximum of three critical lenses.
- Creating a text: Multimodal creative text - creative opportunity to produce a text of your choice in a multimodal format.
- Intertextual study: Theatre transformation - present ideas from the theatre viewing in an altered context.
- End of semester examination: Critical reading exam - study a range of short texts in preparation for both single text and comparative text responses under exam conditions.

English 2 (Semester 2)

- Responding to a text: Independent comparative analysis - you will study a novel as a class and then use this to explore an independent comparative analysis with a film of your choice.
- Creating a text: Profile writing - you will consider both language and style features in the production of a celebrity profile.
- Intertextual study: *Shakespeare* transformation – you will study *Macbeth* and use this as inspiration for a contemporary transformation that reveals the universal nature of Shakespeare's work.
- End of semester examination: Critical reading exam - to prepare for the exam, you will study a range of creative short extracts.

Evidence of Learning

Internal Assessment

Assessment Type 1: Responding to Texts	25%
Assessment Type 2: Creating Texts	50%
Assessment Type 3: Intertextual Study	25%



SACE Stage 1 Essential English 1 & 2

Faculty Area	English
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Compulsory for you to study a full year of an English subject at Stage 1.

Course Overview

Essential English enables you to build your knowledge of the English language and to explore, create and respond to a range of different text types. It is intended for those students who have identified literacy skills as an area for development. Many of the text types are functional in nature and intended to engage you in the study of everyday written, spoken, visual and multimedia texts, such as community texts or workplace writing. There is a focus on texts in a range of social and cultural contexts. You will be encouraged to consider how spoken and written language is used to create specific meaning.

Content

- Use of textual conventions (perspectives in film, fiction or video games)
- Image selection on websites (the analysis of online travel sites)
- Language of advertising including an exploration of persuasive techniques
- Discussions of community issues, including the planning, preparation and execution of an interview of a member of your community.

Evidence of Learning

Internal Assessment

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

EXPLORING IDENTITIES AND FUTURES

Head of Faculty

Tarnya Saunderson
EIF Coordinator
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SACE Stage I Exploring Identities and Futures

(Formerly Personal Learning Plan)

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

Semester 2

Health and
Wellbeing B

Integrated Learning -
Sport and Health

Year 12

Full Year

Health and
Wellbeing

Integrated
Learning - Sport
and Health

Head of Faculty

Michele Scott
Head of Health and Personal Development
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SACE Stage I Health and Wellbeing A & B

Faculty Area	Health and Personal Development
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

“We can change the world and make it a better place. It is in your hands to make a difference”.

In Health and Wellbeing, you will be given opportunities to develop your knowledge, skills, and understanding; to explore a range of contemporary topics and issues which can impact your own and others' health and wellbeing.

As an ‘agent for change’, you will consider the role of health in different contexts and explore ways to promote and improve sustainable wellbeing outcomes for individuals and communities (local and global).

You are encouraged to investigate contemporary trends and issues which may influence individual and community wellbeing and plan actions to empower you to help adapt opinions or decisions in a rapidly-changing world.

You will play an active role in negotiating what and how you want to discover, learn, and reflect on.

Content

- Investigate a range of health issues relevant to young people, including mental health, self-worth, relationships and sexual health, nutrition, benefits of physical activity, personal safety, and actions associated with alcohol and other substances.
- Develop an understanding of how you can contribute to individual and community wellbeing, by developing strategies to assist in taking control of future actions and choices.
- Explore the nature of ethical decision-making to analyse the role you play in establishing and maintaining respectful relationships.
- Select and interpret sources to make informed decisions about health and wellbeing information and advice, considering how and where to seek contemporary, valid, and reliable information to promote and maintain good health and wellbeing.
- Learn to take control of situations, to empathise and learn to respond appropriately to a range of contexts, to be ‘agents of change’ for yourself and others.

Evidence of Learning

Internal Assessment

Assessment Type 1: Practical Action 60%

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

Assessment Type 2: Issue Inquiry 40%

- Investigate contemporary health and wellbeing trends or issues, make recommendations for changes or improvements and then reflect on these.

SACE Stage 2 Integrated Learning - Sport and Health

Faculty Area	Health and Personal Development
Credits	20 (full year)
Prerequisites	You must be accepted into the High Performing Athletes Program (HPAP) as this course enables you to make links between aspects of their sporting lives, learning about themselves and their future capabilities.
Status	Elective

**If studied in Year 11, this subject cannot be repeated again in Year 12.*

Course Overview

The Integrated Learning Program is designed for a specific focus according to your interests and needs within the college, in this case 'Sport and Health' and the HPAP program.

Integrated learning enables you to make links between aspects of your personal life and sporting futures, learning about yourself, options and capabilities.

This course allows for you, as a sport-minded person, to investigate a range of topics such as, nutrition, impact of media, ethics, training programs and marketing to help you to explore your sporting potential and make informed decisions.

Content

- Develop your learning about real-world situations and events to develop your growing knowledge in context to your sporting focus.
- Share your knowledge and learning with others within the community to make informed decisions and extend your communication skills through developing sports events.
- Extend your self-awareness, personal identity, and values through making links and transferring knowledge of your sport into context of opportunities and progress of your own physical, social, and mental development.
- Make meaning from experiences to recognise yourself as a confident, critical, and reflective thinker with the necessary life skills to contribute to society as an active and informed citizen.
- Develop, extend, and apply your critical thinking skills through investigating a selection of topics which are of interest to you, which could include:
 - » leadership and coaching
 - » marketing, sponsorship, and media
 - » sports psychology and wellbeing
 - » ethics and integrity in sport
 - » Sports Integrity Australia e-learning modules on matchfixing, antidoping, substance abuse and ethical decision making
 - » gender and sport
 - » food and nutrition

Evidence of Learning

Internal Assessment

Assessment Type 1: Practical Inquiry	40%
Assessment Type 2: Connections	30%
Assessment Type 3: Personal Endeavour	30%



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

Head of Faculty

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

SACE Stage I Ancient Studies A & B

Faculty Area	Humanities
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Stage 1 Ancient Studies, you will learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome. You will consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. You will also explore the ideas and innovations that shape and are shaped by societies. The subject allows you to critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. You will develop inquiry skills that enable you to challenge or confirm beliefs, attitudes, and values in the ancient world.

Content

- Understanding ancient history: Study one or more aspect of authentication and reliability of archaeological evidence, the preservation and condition of ancient artefacts, or the contribution of museums to our understanding of ancient life, in order to develop knowledge and understanding of the nature of historical and/or archaeological evidence.
- Art, architecture and technology: Explore what the material culture tells us about an ancient society and consider the development of art, architecture, and technology, and the influence of this on contemporary culture.
- Social structures, slavery and everyday life: Study of daily life, social structures and function of Pompeii before the eruption of Mt. Vesuvius.
- War and conquest: Identify and explore the political, economic, and social impact of warfare, conquest, and the military. You will consider one or more military encounters in the ancient world, including the composition and role of armies and navies, changes in weaponry and military tactics, the life of soldiers their training, and the conditions of service.

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Skills and Applications	75%
Assessment Type 2: Inquiry	25%

SACE Stage 1 Business Innovation A & B

Faculty Area	Humanities
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Stage 1 Business Innovation, you will develop the knowledge, skills and understanding to engage in business contexts of start-up and existing businesses in the modern world. Through a design thinking approach, you will investigate the process of finding and solving customer problems or needs utilising business planning tools. You will engage with customers and other vital stakeholders as part of the investigation phase to generate viable business solutions. You will also consider the challenges and opportunities associated with what businesses face and how they can transform them to meet ever-changing modern world trends. 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.

Content

- Start-up business: You will develop 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.
- You will develop a financial focus looking at prospective revenue models and simple financial documents to help develop your decision-making skills.
- Look at creating and using business intelligence information as part of their decision-making cycle.
- Exploration of business models and gaining the knowledge of opportunities that digital technology presents to a start-up business environment.
- Existing business: You are exposed to problems or scenarios related to the business to engage in the process of identifying new opportunities.
- You will develop knowledge of viewing a business model canvas and be able to adapt or create a new model for the purpose of enhancing the business experience.
- Working collaboratively with potential and existing customers and business owners to propose and develop solutions to an already existing market.
- Participation in Shark Tank eSchool through the University of Adelaide (dependent on semester offered).

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

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



SACE Stage 1 Economics I & 2

Faculty Area	Humanities
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society. An economic outlook is about much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in. In studying Stage 1 Economics, you will develop an understanding of different economic systems and institutions that exist and learn to assess the degree to which these systems and institutions satisfy the needs and wants of individuals in society. You will investigate how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies.

Content

- Foundations: Scarcity, choice, opportunity cost and cause and effect
- Rationing systems
- Demand, supply and elasticity
- Market failure
- Government intervention in the free market
- Modelling the economy
- Macroeconomic policy
- The global economy
- Economic development

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Folio Tasks	60%
Assessment Type 2: Economic Project	40%

This course includes a 100-minute examination at the end of each semester.



SACE Stage 1 Geography A & B

Faculty Area	Humanities
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Stage 1 Geography, you will examine the growth and development of urban areas over time, as well as the impacts of this growth and the associated challenges to sustainability. Through a fieldwork investigation, you will explore how Bowden, Adelaide, has been developed in sustainable ways by the government's planners. As geographers, you will explore the types, distribution, causes and impacts of a range of natural hazards, as well as how biological hazards such as diseases, animal invasions, and human-induced hazards such as technological, industrial and nuclear disasters, and civil unrest or terrorism pose a threat to the planet. You will develop your skills in using, interpreting, and presenting geographical data and information, through the in-depth investigation of a geographical issue affecting a local area or region of Australia, such as deforestation in the Daintree Rainforest or coral bleaching in the Great Barrier Reef.

Content

- Urban places: The growth and development of towns and cities over time, including a focus on sustainability.
- Fieldwork excursion to examine the social, economic, and environmental sustainability of the Bowden development in Adelaide.
- Natural hazards: Impacts and management of hazards such as cyclones, bushfires, volcanoes, earthquakes, and tsunamis.
- Biological and human induced hazards: Causes and impacts of hazards such as diseases, nuclear disasters, industrial hazards, and terrorism.
- Chernobyl: The causes, impacts, responses, and management of the Chernobyl nuclear disaster.
- Local issues: An inquiry study into a geographical issue in a local area. The area of investigation is chosen by the student.
- Fieldwork excursion to examine the human impacts on the Moana Beach environment and dune system.

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Geographical Skills and Application Tasks	70%
Assessment Type 2: Independent Fieldwork Report	30%

This course includes a 100-minute examination at the end of each semester.

SACE Stage 1 Legal Studies A & B

Faculty Area	Humanities
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Stage 1 Legal Studies, you will examine the legal system in Australia – the legislature (parliament), the executive (government), and the judiciary (courts) – developing your understanding through the concepts of rights, fairness and justice, power, and change. Through an inquiry-based approach, you will investigate contemporary Australian issues related to these concepts in the context of law making, law enforcement and dispute resolution and their interaction with the community. Legal Studies allows you to develop a range of transferable skills, including research, evaluation and analysis, communication, and teamwork. You will gain an appreciation and awareness of your role as a citizen in the Australian Legal System and the confidence to make informed and effective decisions regarding legal issues.

Content

- Law and communities: Introducing legal principles, their historical origins and purpose, as well as contemporary issues for Australian communities, with a focus on the Media and the Law or Aboriginal and Torres Strait Islanders and the Law.
- Justice and society: Understanding the adversary system of trial and justice system processes to evaluate just outcomes and access to justice in Australia.
- Government: Studying the three institutions of government, focusing on how the structures and processes of government protect rights, as well as areas of reform in Australia.
- Victims and the law: Introducing the developing study of victimology, the rights and supports for victims under Australian law and the issues victims face in the process of justice.
- Law-making: Investigating the sources of law, focusing on how lawmakers meet the changing needs of Australians and whether Australia has appropriate checks and balances on power.

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Analytical Response	30%
Assessment Type 2: Inquiry	35%
Assessment Type 3: Presentation	35%

This course includes a 100-minute examination at the end of each semester.

SACE Stage I Modern History A & B

Faculty Area	Humanities
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Stage 1 Modern History, you will explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. You will examine the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. The course allows you to investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. You will consider the dynamic processes of imperialism, revolution, social movements, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. You will also look at how recognition of the rights of individuals and societies has created challenges and responses.

Content

- **Revolution:** A study of one revolution from 1750 onwards. You will investigate the ways in which people, groups, and institutions have challenged and/or then adapted to existing political structures, social organisation, and economic models before, during, and in the aftermath of a revolution.
- **Age of imperialism** - investigate the process of imperialism and its impacts on political, social, and economic structures, peoples, and groups.
- **Decolonisation:** An investigation from multiple perspectives of the methods of decolonisation and the consequences for both colonised and colonising peoples.
- **Social movements:** A study of significant social change brought about by new ideas which led to movements campaigning for social change, including civil, political, economic, social, cultural and linguistic rights.
- **Elective topic:** A wide selection of possible areas for historical investigation since 1750. You will analyse ways in which societies and nations in the modern world have been shaped by both internal and external forces and challenges.

NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Historical Skills	70%
Assessment Type 2: Historical Study	30%

This course includes a 100-minute examination at the end of each semester.

SACE Stage I Philosophy

Faculty Area	Humanities
Credits	10 (semester)
Prerequisites	Nil
Status	Elective

Course Overview

Over the course of the semester, you will engage with ideas, theories, and reasoning within three broad Philosophical areas of study. In Ethics you will study moral values, reasoning about what is right and wrong. Within Epistemology you will examine theories of knowledge and knowing, and in Metaphysics you will explore the nature of existence and reality. As Philosophers, you will develop sound skills of critical inquiry that will enable you to take a position on issues in the three key areas using Philosophical frameworks and reasoning, demonstrating your learning through a variety of group and individual responses to Philosophical questions. Through the study of a range of texts and Philosophers, and close examination of pertinent social issues, you will develop knowledge and understanding of Philosophical perspectives to broaden your critical reasoning skills and apply Philosophical reasoning to a range of issues.

Content

- Plato's *Allegory of the Cave* and the film *The Matrix* will be explored, along with supplementary texts, to develop an understanding of Metaphysics and limitations on knowledge.
- Episodes of *Black Mirror* will be examined from a Utilitarian, Hedonist, Stoic, and Existentialist perspective to further explore Ethics and Epistemology.
- Extracts from Bentham's *Hedonic Calculus*, Aristotle's Virtue Ethics, and De Beauvoir's *The Second Sex* will be used in conjunction with the film *Gattaca* and other texts to develop an understanding of a range of Philosophical frameworks.
- Contemporary Ethical Issues (euthanasia, abortion, capital punishment etc.) will be examined to form the basis of both written and multimodal responses where you will demonstrate your knowledge and understanding of how to apply Philosophical frameworks when constructing reasoned arguments.

Evidence of Learning

Internal Assessment

Assessment Type 1: Folio	40%
Assessment Type 2: Issues Analysis	30%
Assessment Type 3: Issues Study	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

SACE Stage I Chinese Background Speakers

Faculty Area	Languages
Credits	20 (full year)
Prerequisites	Year 10 Chinese Background Speakers. You have had more than one year of education in that country or in a wholly Chinese-speaking environment after five years of age.
Status	Elective

Course Overview

In Chinese you will have the opportunity to broaden and develop your linguistic and intercultural knowledge, understanding and skills. You will express your ideas, opinions and perspectives on the prescribed themes which include China and the World and Modernisation and Social Change. You will analyse and evaluate texts from a linguistic and cultural perspective, reflecting on how languages work as a system and the ways in which culture is expressed through language. You will also analyse and evaluate the ways in which they convey their message and have an impact on their audience.

Content

- Population issues and policies
- Educational change
- Cultural evolution and adaptation
- East meets West
- Chinese contribution in Australia
- The internet
- Overseas Chinese in Asia
- The generation gap
- Youth culture
- Globalisation and Chinese culture

Evidence of Learning

Internal Assessment

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



SACE Stage I English as an Additional Language

Faculty Area	Languages
Credits	20 (full year)
Prerequisites	Your first language is a language other than English or you require additional support to develop proficiency in standard Australian English.
Status	Elective: Upon application, a student may be recommended to study EAL determined by their specific circumstances.

Course Overview

In English as an Additional Language, you will further develop your reading, writing, listening, and speaking skills. You will study a range of oral, written and multimodal texts to help you develop an understanding of text structures and language features within different texts such as novels, short stories, and films. You will create your own texts showing an understanding of these text structures and language features and how they differ according to the purpose, audience, and context. You will be involved in discussions and interviews to develop your listening and speaking skills and you will analyse the persuasive language devices used in advertising to position the audience.

Content

- Responding to texts about the different challenges people face in life
- The influence of music in your life
- Interaction and discussion based on current social issues
- Analysis of advertisements promoting charity organisations

Evidence of Learning

Internal Assessment

Assessment Type 1: Responding to Texts	50%
Assessment Type 2: Interactive Study	25%
Assessment Type 3: Language Study	25%

SACE Stage I German Continuers

Faculty Area	Languages
Credits	20 (full year)
Prerequisites	Year 10 German
Status	Elective

Course Overview

In German you will have the opportunity to broaden and develop your language skills. The course revolves around the German speaking countries: Germany, Austria, and Switzerland. It includes investigations into a significant figure from German history and an important cultural event, discussions on the influence of social media and advertising and the values that you hold dear today. 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

- German history
- Social media and advertising
- Leisure and culture
- Role models and citizenship
- Sport and wellbeing
- Word order when writing and speaking German
- The German case system
- Relative pronouns and conjunctions
- Past, present, and future tenses
- Indicative, imperative, and subjunctive moods

Evidence of Learning

Internal Assessment

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

SACE Stage I Japanese Continuers

Faculty Area	Languages
Credits	20 (full year)
Prerequisites	Year 10 Japanese
Status	Elective

Course Overview

In Japanese you will study the topics of Visiting Japan, Personal Identity, Daily Life, Leisure, Education and Working Life. When studying these topics, you will have the opportunity to interact with others to exchange information, ideas, opinions and experiences. You will create a variety of different texts in Japanese. You will read and listen to a variety of texts in Japanese to find information, ideas and opinions, interpret meaning, and examine the relationship between Australia and Japan. Studying Japanese will help you understand your own language better and open your mind to different cultures.

Content

- **Grammar:** You will learn to identify the different types of verbs, conjugate them into their different forms. This becomes the basis of more complex grammatical structures and is a foundation for Year 12 Japanese.
- **Kanji:** You will use Kanji cards and a variety of different computer programs such as Quizlet and Blookit to learn the required Kanji. By the end of Year 11, you will have been introduced to 100% of the SACE Kanji requirements.
- **Reading:** You will read a variety of text types and strengthen your comprehension skills.
- **Listening:** You will listen and respond to a number of listening tasks.
- **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 12 Japanese.

Evidence of Learning

Internal Assessment

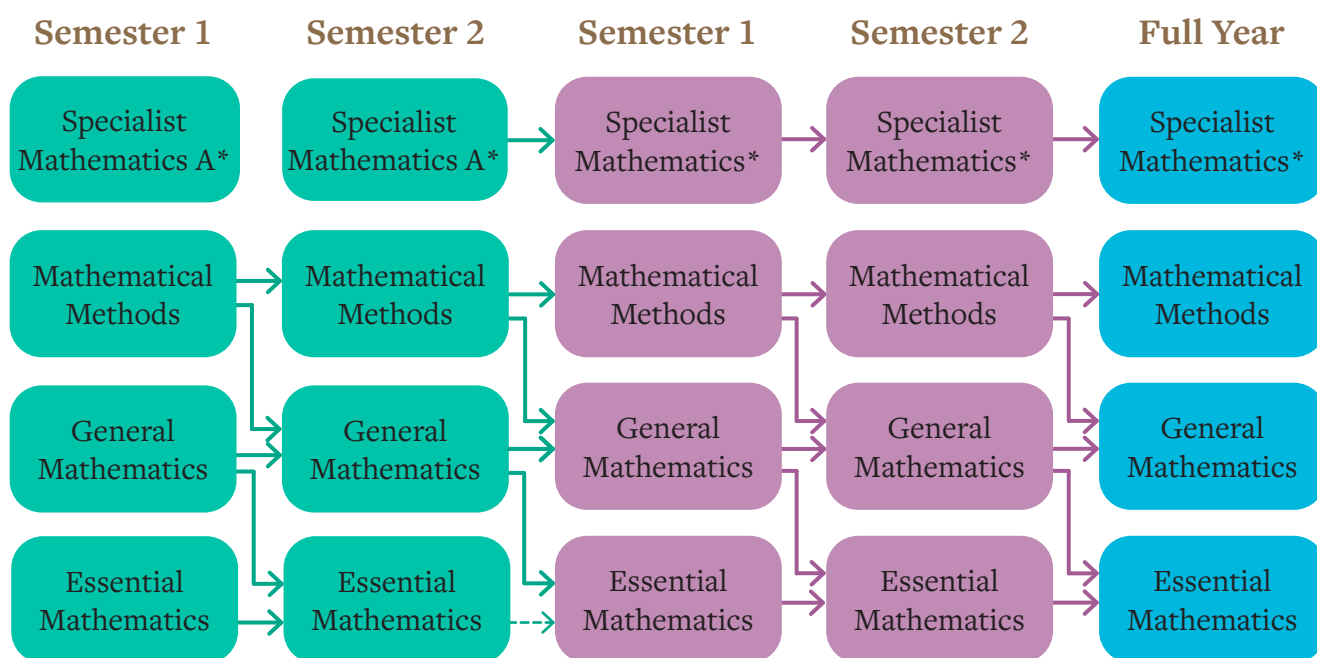
Assessment Type 1: Interaction	25%
Assessment Type 2: Text Production	25%
Assessment Type 3: Text Analysis - Reading	12.5%
Assessment Type 3: Text Analysis - Listening	12.5%
Assessment Type 4: Investigation	25%
Assessment Type 5: End of Semester Exam	Grade in Semester Report

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



SACE Stage I Essential Mathematics I

Faculty Area	Mathematics
Credits	10 (semester) 20 (full year)
Prerequisites	Nil
Status	Compulsory for you to study at least one semester of Mathematics, but it does not have to be this level of Mathematics.

Course Overview

Essential Mathematics will provide you with the opportunity to extend your mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. You will apply mathematics to a range of settings including financial management, business applications, statistics, construction and landscaping.

Content

- Measurement
- Data in context
- Investing
- Calculations, time and ratio
- Earning and spending
- Geometry

Evidence of Learning

Internal Assessments

Assessment Type 1: Skills and Application Tasks	60%
Assessment Type 2: Investigations	40%

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

Successful completion of this subject meets the minimum numeracy requirements of SACE.

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 or a Texas Instruments TI-84+CE graphics calculator.



SACE Stage 1 General Mathematics 1 & 2

Faculty Area	Mathematics
Credits	10 (semester) 20 (full year)
Prerequisites	Grade C+ in Year 10 General Mathematics or has completed a higher level of Mathematics
Status	Compulsory for you to study at least one semester of Mathematics, but it does not have to be this level of Mathematics.

Course Overview

General Mathematics will extend your mathematical skills in ways that apply to practical problem solving. A problems-based approach is integral to the development of mathematical models and the associated key ideas in the topics.

This course is designed to enable you to enter TAFE and tertiary courses requiring a non-specialised background in mathematics.

Content

- Investing and borrowing
- Measurement
- Statistical investigation
- Applications of trigonometry
- Linear functions and their graphs
- Matrices and networks

Evidence of Learning

Internal Assessment

Assessment Type 1: Skills and Applications Tasks	70%
Assessment Type 2: Mathematical Investigations	30%

You will be assessed using tests and investigations with and without the use of technology. This course has a 100-minute examination at the end of the 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 or a Texas Instruments TI-84+CE graphics calculator.



SACE Stage I Mathematical Methods I & 2

Faculty Area	Mathematics
Credits	10 (semester) or 20 (full year)
Prerequisites	Grade C+ or above in Year 10 Mathematical Methods
Status	Compulsory for you to study at least one semester of Mathematics, but it does not have to be this level of Mathematics.

Course Overview

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics.

Mathematical Methods will provide you with the foundation for further study in mathematics, economics, computer sciences and the sciences. It will prepare you for courses and careers that may involve the use of statistics, such as health or social sciences.

Content

- Functions and graphs
- Trigonometry
- Counting and probability
- Statistics
- Growth and decay
- Introduction to differential calculus

Evidence of Learning

Internal Assessment

Assessment Type 1: Skills and Applications Tasks	80%
Assessment Type 2: Mathematical Investigations	20%

You will be assessed using tests and investigations with and without the use of technology. This course has a 100-minute examination at the end of the 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 or a Texas Instruments TI-84+CE graphics calculator.

SACE Stage I Specialist Mathematics I & 2

Faculty Area	Mathematics
Credits	10 (semester) or 20 (full year)
Prerequisites	Grade C+ (or above) in Year 10 Specialist Mathematics
Status	Compulsory for you to study at least one semester of Mathematics, but it does not have to be this level of Mathematics

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

Course Overview

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

Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. If you are envisaging a career in related fields, you will benefit from studying this subject.

Content

- Arithmetic and geometric sequences and series
- Geometry
- Vectors in the plane
- Trigonometry
- Matrices
- Real and complex numbers
- Functions and graphs
- Counting and probability
- Statistics
- Growth and decay
- Introduction to differential calculus

Evidence of Learning

Internal Assessment

Assessment Type 1: Skills and Applications Tasks	80%
Assessment Type 2: Mathematical Investigations	20%

You will be assessed using tests and investigations with and without the use of technology. This course has a 100-minute examination at the end of the 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 or a Texas Instruments TI-84+CE graphics 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



SACE Stage 1 Music Advanced 1 & 2

Faculty Area	Music
Credits	20 (full year)
Prerequisites	A minimum of three years individual tuition and technical expertise on a musical instrument or voice is required. 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

Course Overview

In Stage 1 Music Advanced, you will have the opportunity to develop your confidence and performance skills as a soloist, working with your instrumental teacher and accompanist to develop technique on your instrument with performances each term. You will also work together as a class band, initiate, and lead your own small group and perform at Showcase. You will listen to music and learn to analyse, arrange and compose music in a range of styles. You will view a range of performances (live or online) and experience masterclasses and workshops run by music experts. You will reflect on your music journey throughout the year with the aim to grow as performers and develop into confident and expressive musicians.

Content

- Solo performance: You will work with your instrumental tutor to learn new repertoire and to develop your technique and performance skills throughout the year in solos and masterclasses with your peers.
- Ensemble performance: You will perform in a class band and with the Woodcroft College Concert Band including performances with each group at Showcase.
- Triple J *Like A Version* Cover: You will organise and perform a cover of a piece of music of your own style in a small group.
- Arrangement or composition: You may choose to complete an arrangement or composition to determine your Music pathway in SACE Stage 2.
- Reflection: You will reflect on your music journey, listen to, and analyse a range of musical styles, performance techniques and stage presence of other artists (live and online) to further develop your skills as a musician.

Evidence of Learning

Internal Assessment

Assessment Type 1: Creative Works (performance, arrangement/composition)	75%
Assessment Type 2: Musical Literacy	25%

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



SACE Stage I Outdoor Education A & B

Faculty Area	Outdoor Education
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Outdoor Education provides opportunities to experience personal growth, to develop social skills, self-confidence and teamwork skills. You will participate in a range of outdoor activities and a three-day journey, this may include kayaking, snorkelling, bushwalking, rock climbing and mountain biking.

You must complete the activities and three-day journey to meet the requirements of the course.

Content

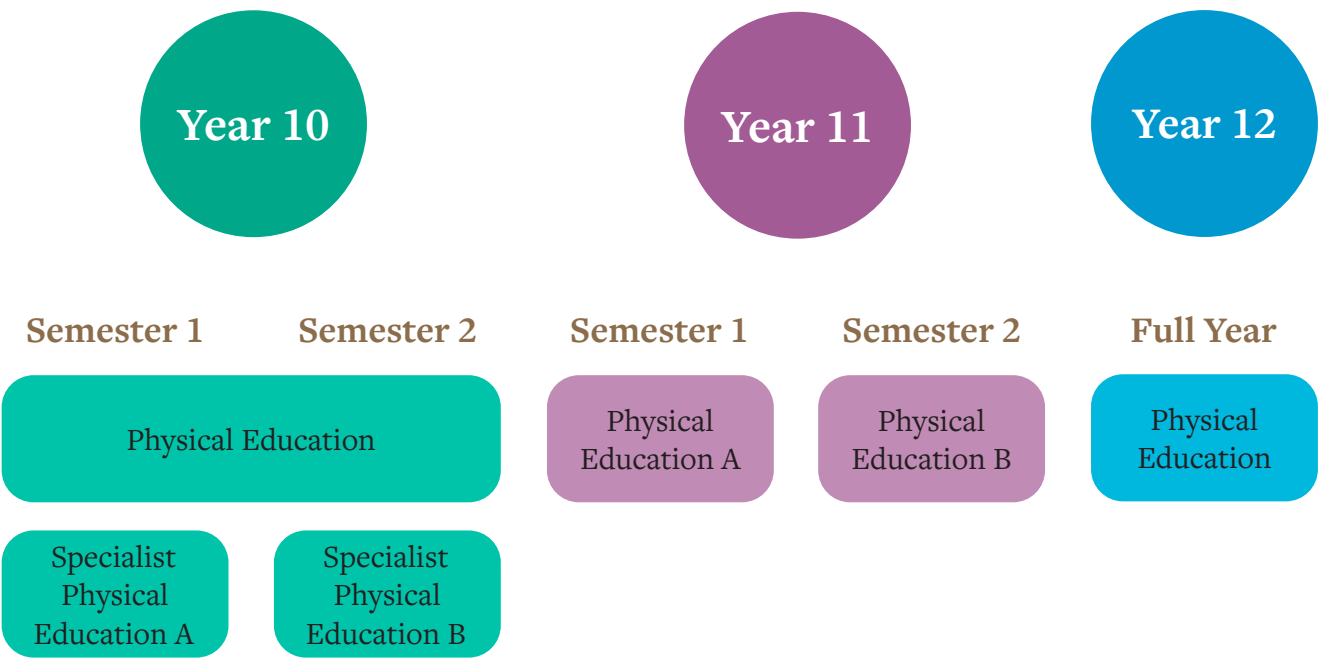
- You will evaluate and reflect on your development of performance skills during activities.
- You will reflect on your personal experiences with outdoor activities and demonstrate your knowledge and responsible use of the environment.
- By observing and collecting information, you will capture thoughts and reflect on a range of outdoor experiences, considering a range of perspectives.
- You will develop capabilities for communication and leadership and become aware of employment options in outdoor pursuits.
- The course involves activities and journeys in natural environments. These include compulsory activities before and after school, full day activities and a three-day camp.

Evidence of Learning

Internal Assessments

Assessment Type 1: About Natural Environments	40%
Assessment Type 2: Experiences in Natural Environments	60%

PHYSICAL EDUCATION



Head of Faculty

Ben Woodhouse
Head of Physical Education
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SACE Stage I Physical Education A & B

Faculty Area	Physical Education
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

You will explore participation and performance in physical activities. This is an experiential subject in which you will explore your physical capacities and investigate the factors that influence and improve participation and performance outcomes. You will learn about the complex nature of the body systems, skill acquisition and biomechanics.

Content

- Golf: How biomechanics influence performance.
- Volleyball: Skill acquisition and how it is used to improve performance.
- Multi-Sport: Barriers and enablers to participation in physical activity.
- Sports Education: You will perform game data analysis of a sport and develop a suitable fitness program to enhance performance.
- Touch Rugby: Analyse how energy systems affect playing performance.

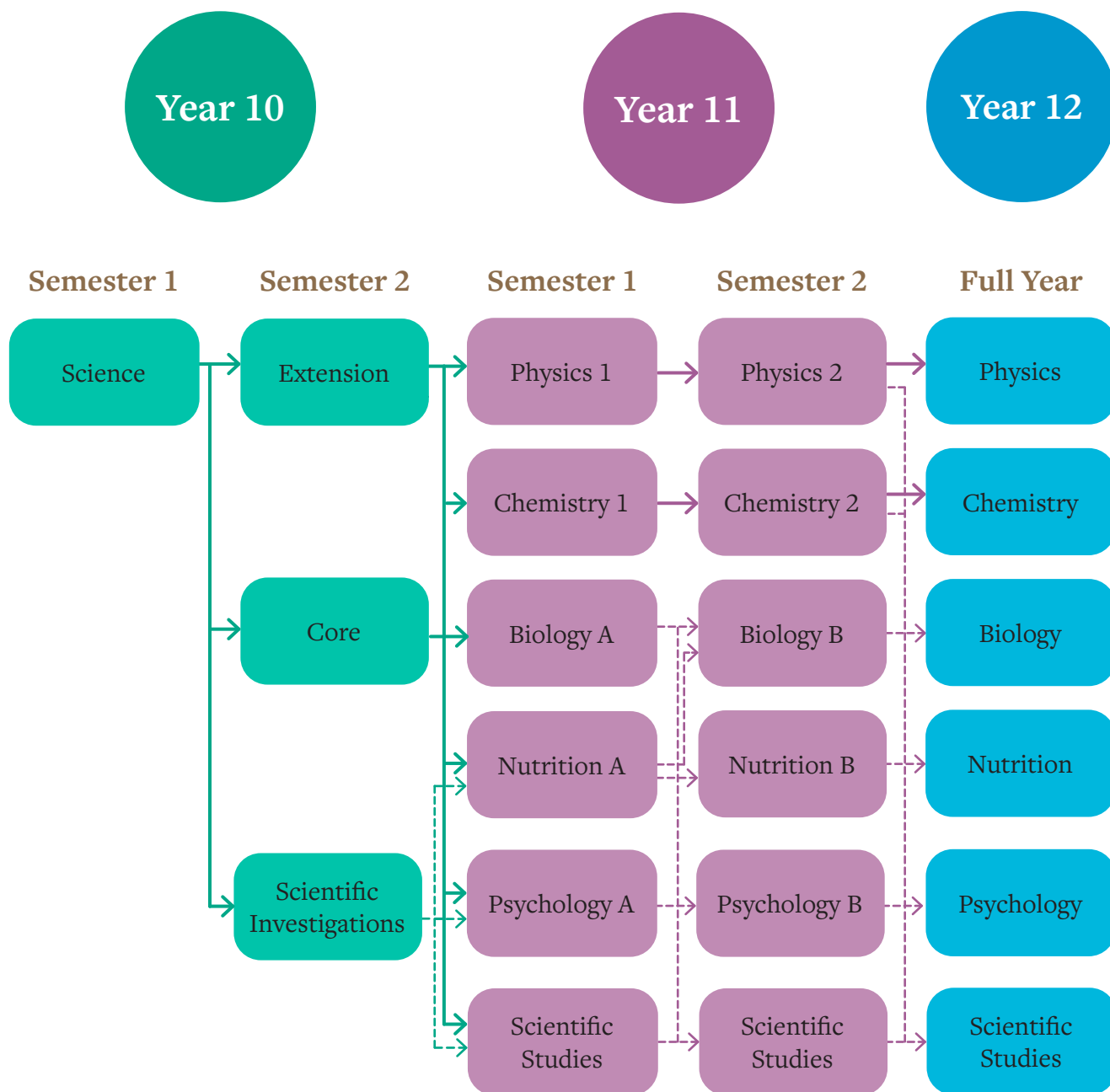
NB: Content will depend on semester

Evidence of Learning

Internal Assessment

Assessment Type 1: Performance Improvement	50%
Assessment Type 2: Physical Activity Investigation	50%

SCIENCES



Head of Faculty

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



SACE Stage I Biology A & B

Faculty Area	Sciences
Credits	10 (semester) or 20 (full year)
Prerequisites	Year 10 Science (Extension or Core)
Status	Elective

Course Overview

Biology is the science of living organisms. It is the study of the structure and function of living systems, as well as how they interact with the living and non-living parts of their environment, through a combination of experimentation, data gathering and research into the relevant literature. Contemporary issues such as climate change, sustainability, infectious diseases and genetic engineering are currently at the forefront of modern biological research.

Content

- Cells and microorganisms: The cell is the fundamental unit of life, understanding its function is essential to understanding how organisms function.
- Infectious diseases: How does the immune system prevent, fight, and survive the invasion of pathogens?
- Multicellular organisms: An examination of the how the coordination and cooperation of the organs and systems in an organism ensures its survival.
- Biodiversity and ecosystems: Studying the interconnectedness of the infinite variety of life to create a balanced, harmonious community and ecosystem.

Evidence of Learning

Internal Assessment

Assessment Type 1: Investigations Folio	50%
<ul style="list-style-type: none"> • Practical Investigation • Science as a Human Endeavour 	
Assessment Type 2: Skills and Applications Tasks	50%
<ul style="list-style-type: none"> • Written Test • End of Semester Examination 	



SACE Stage I Chemistry I & 2

Faculty Area	Sciences
Credits	10 (semester) or 20 (full year)
Prerequisites	Year 10 Science (Extension or Core)
Status	Elective

Course Overview

Chemistry involves studying the chemical principles that underpin the physical environment as well as biological systems. An understanding of matter and materials is central to tackling current global issues such as non-biodegradable plastics and the need to replace fossil fuels. A knowledge of chemical principals is essential to developing new and improved products in areas such as medicine, energy production, textiles, and food as well as devising more precise analytical techniques.

Content

- Classification of matter and bonding: How do the properties of an individual atom determine the properties of different classes of substances?
- Acids, bases and salts: Using the classification of substances to predict their chemical behaviour in environmental situations and industrial applications.
- Measurement in Chemistry: Estimating the quantity of product from a specific set of conditions.
- REDOX and electrochemistry: An examination of the complex relationship between metals and energy production and how we can manipulate it to better serve our purposes.
- Energy, hydrocarbons and functional groups: Developing an understanding of organic compounds and their chemical and physical properties which are thought to compose 90% of all known substances.

Evidence of Learning

Internal Assessment

Assessment Type 1: Investigations Folio	40%
<ul style="list-style-type: none"> • Practical Investigation • Science as a Human Endeavour 	
Assessment Type 2: Skills and Applications Tasks	60%
<ul style="list-style-type: none"> • Written Test 1 • Written Test 2 • End of Semester Examination 	



SACE Stage I Nutrition A & B

Faculty Area	Sciences
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Nutrition allows you to investigate the substances which make up food and how they interact with the physiology of the human body. Traditional and contemporary trends in food production, transportation and consumption are also explored, with the goal of understanding how the choices in our daily lives have a significant impact on our general health, economic and environmental wellbeing.

Content

- Micro and Macronutrients and their role in the human body.
- Various food treatments and how these impact on the nutrient density of different foods.
- Nutritional needs of individuals, community groups and society.
- The role of food systems and the needs of future generations.
- The complex relationship between food, the environment and sustainability.

Evidence of Learning

Internal Assessment

Assessment Type 1: Investigations Folio

- | | |
|--------------------------------|-----|
| • Practical Investigation | 40% |
| • Science as a Human Endeavour | 30% |

Assessment Type 2: Skills and Applications Task

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



SACE Stage I Physics I & 2

Faculty Area	Sciences
Credits	10 (semester) or 20 (full year)
Prerequisites	Year 10 Science (Extension or Core)
Status	Elective

Course Overview

Physics offers opportunities for you to understand and appreciate the natural world by explaining and predicting the movement and behaviour of all objects within the universe. The study of Physics ranges from the smallest possible particles, the fastest motion achievable and the most cutting-edge development in technology. The knowledge which arises from this research is currently being applied in the race to explore and colonise space, energy production, diagnostic tools in medicine and the development of even more efficient communication devices.

Content

- Linear motion and forces: How to manipulate and control the movement of objects.
- Electric circuits: Understanding how we have harnessed and exploited this power source and predict the outcomes of electrical circuits.
- Heat: Finding the connection between energy and heat and discovering how heat is exchanged between objects.
- Energy and momentum: Manipulating different systems to investigate the conservation of energy and predict the outcome when objects collide.
- Waves: What are the differences and similarities between sound and light waves, how does light travel, how can we bend light and how do musical instruments change the pitch of sound?
- Nuclear models and radioactivity: What is nuclear energy, is it really dangerous and how are we using it in everyday society?

Evidence of Learning

Internal Assessment

Assessment Type 1: Investigations Folio	40%
<ul style="list-style-type: none"> • Practical Investigation • Science as a Human Endeavour 	
Assessment Type 2: Skills and Applications Tasks	60%
<ul style="list-style-type: none"> • Written Test • End of Semester Examination 	

SACE Stage I Psychology A & B

Faculty Area	Sciences
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Psychology focuses on enabling you to understand your own behaviours and the behaviours of others. This is achieved by examining both the physiological and psychological aspects of the brain and linking patterns of behaviour to patterns in the brain. As psychology is both a profession and a science there are numerous applications in the modern world. In fact, numerous business use the science to predict the behaviour of its employees, clients, consumers and participants in a wide range of contexts such as mental health, the legal system, sport as well as advertising, marketing and many more.

Content

- **Introduction to Psychology:** Developing an understanding of the terms, concepts & processes used in Psychology including experiments, data analysis and ethics.
- **Cognition and memory:** A exploration on the topic of memory and how it works. How can we improve our memory? Why do we forget?
- **Developmental Psychology:** We look at human growth and development over the lifespan, including physical, cognitive, social, intellectual, perceptual, personality and emotional growth.
- **Forensic Psychology:** We look at how Psychology is used to help understand and solve crimes with a focus on types of stalking, victimology and the reasons behind criminal behaviour.
- **Brain and Behaviour:** What is the structure of the brain? How does it work? How does it change and develop?
- **Emotion:** We learn about how our emotions are impacted by our surroundings, social network, and biology.
- **Cyber Psychology:** We study the thoughts, feelings and behaviours within the context of humancomputer interactions.

Evidence of Learning

Internal Assessment

Assessment Type 1: Investigations Folio	50%
<ul style="list-style-type: none"> • Extended Response • Science as a Human Endeavour 	
Assessment Type 2: Skills and Applications Tasks	50%
<ul style="list-style-type: none"> • Experimental Investigation • End of Semester Examination 	



SACE Stage I Scientific Studies A & B

Faculty Area	Sciences
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Scientific Studies is designed for students with a curious and inquiring mind. It will assist you to apply scientific principles and contemporary issues to other disciplines such as art, business and law. You will develop knowledge of scientific principles and concepts as well as the skills and abilities to explain scientific phenomena by drawing evidence-based conclusions from investigations of science-related issues. You will develop the skills needed to apply scientific knowledge and skills to support you in various diverse future career pathways and life.

Content

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

- Biotechnology
- Climate science and renewable energy
- Physiology and infectious disease
- Agricultural and food chemistry
- Simple machines and construction
- Air and space exploration
- Forensic and criminal science

Evidence of Learning

Internal Assessment

Assessment Type 1: Inquiry Folio	60%
<ul style="list-style-type: none"> • Inquiry Skills Design • Inquiry Skills Report • Science as a Human Endeavour 	
Assessment Type 2: Collaborative Investigation	40%



VISUAL ARTS



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

SACE Stage I Creative Arts: Photography

Faculty Area	Visual Arts
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

The Creative Arts: Photography course develops a range of skills, techniques, knowledge and appreciation of photographs created through the photographic process. Working with various themes, you will gain knowledge and application of photographic elements, principles of composition, framing, and lighting techniques. Through this photographic process, you will explore digital imagery using Adobe Creative Cloud Photoshop.

Content

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

Evidence of Learning

Internal Assessments

Assesment Type 1

- Product (Plus Practical Statement) 50%

Assesment Type 2

- Inquiry 20%
- Practical Skills 30%



SACE Stage I Visual Arts: Art

Faculty Area	Visual Arts
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Art, you will express ideas through developing practical work using drawings, sketches, diagrams, models, prototypes, and digital art, leading to resolved practical work. During this course, you will have opportunities to research works of art from different times and places, analyse, understand and reflect upon art works in your cultural and historical and contemporary contexts. Art offers the development of original and creative ideas, research, analysis and experimentation with media and techniques towards resolved artworks.

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 Assessment

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



SACE Stage I Visual Arts: Design

Faculty Area	Visual Arts
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

In Design, you will express ideas through developing practical work using drawings, sketches, diagrams, models, prototypes, computer editing programs and photography leading to resolved practical work. During this course, you will have opportunities to research design works from different times and places, analyse, understand and reflect upon design works in your cultural and historical and contemporary contexts. Design includes graphic communication design, environmental design, fashion, digital advertising and product design. It emphasises defining the problem, problem-solving approaches and the generation of solutions.

Content

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

Evidence of Learning

Internal Assessment

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



SACE Stage 1 or 2 VET Direct

Faculty Area	Vocational Education and Training
Credits	Up to 70 credits over Stage 1 or 2 could be recognised by SACE. Details about how any VET qualifications and units of competency will be recognised in SACE will be through the use of a SACE Recognition Register, published by the SACE Board.
Prerequisites	If seeking a Flexible Industry Pathway (funded VET course), you will be required to participate in VET Readiness Orientation (VETRO), which includes upfront assessment, induction and orientation to VET carried out by a Registered Training Organisation (RTO). This may also require evidence of industry immersion. <i>*A guidance meeting is recommended with parents and/or the student to assist consultation of vocational interest toward industry pathway planning and discuss funding options and timetabling.</i>
Status	Elective

SACE and the Government of South Australia provide you with an increased capacity to include vocational training as part of their study. These course may facilitate successful transitions from school to further study or work.

If undertaking VET qualifications as taster courses or full qualifications, each 70 hours of accredited VET will be recognised as 10 SACE credits at Stage 1 or 2 level.

The SACE Board Recognition Register will determine which training qualifications receives recognition and at what Stage. The system will calculate certificate levels to advantage the student. Generally, Certificate I and II level training will be linked to Stage 1 credits and Certificate III will be linked to Stage 2 credits.

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

Courses are funded by the student; however, guidance will be given to seek co-contributions or funding if available.



SACE Stage 1 or 2 VET Direct *(continued)*

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

- Animal Care
- Automotive Servicing Technology
- Business Administration
- Early Childhood Education and Care
- Construction Pathways
- Electrotechnology
- Engineering Pathways
- Hairdressing/Makeup
- Individual Support - Aged care or Disability Care
- Hospitality and Kitchen Operations or short courses in Barista
- Information Technology/Game Design
- Plumbing
- Screen and Media

It is highly recommended that you make an appointment around the subject selection counselling time to explore all recognised learning and flexibility options to suit their learning style and interest.

Please Note: If you are involved in Certificate 1 or 2 level 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.



SACE Stage I Workplace Practices A & B

Faculty Area	Vocational Education and Training
Credits	10 (semester) or 20 (full year)
Prerequisites	Nil
Status	Elective

Course Overview

Workplace Practices focuses on developing general knowledge, skills and understanding of work and provide you with the opportunity to develop and apply skills to work independently or with others through the investigation of processes and issues related to work, industry, and the workplace.

Tasks focus on experiences and abilities in planning for work and future pathways.

You can undertake learning in the workplace and develop and reflect on your capabilities, interests and aspirations. This course is particularly useful for you if you are involved in school-based apprenticeships, vocational learning that requires structured work placement or looking to prepare for transition to further training or employment with technical learning.

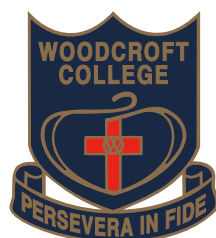
Content

- Industry and work knowledge: You will research and apply understanding to topics including career planning, workers' rights and responsibilities, value of work in society, and work condition issues.
- Vocational Learning: You will use aspects of work routines to develop skills in entrepreneurial employment, job seeking formats and/or off campus work experience/vocational training.
- Evaluation: You will respond to and evaluate your participation and development of work skills and knowledge.

Evidence of Learning

Internal Assessment

Assessment Type 1: Folio	50%
Assessment Type 2: Performance	25%
Assessment Type 3: Reflection	25%



WOODCROFT COLLEGE

An Independent Coeducational Anglican ELC - Year 12 School

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