



# Year 12 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.

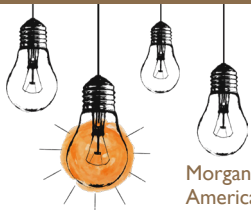
In short, we help our students *"Find Your Remarkable."*

## 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.

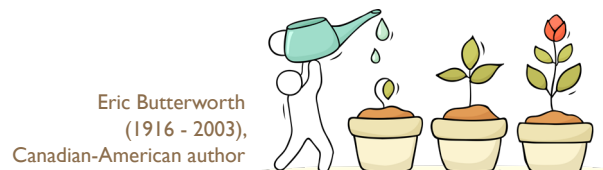
*"In a world of algorithms, hashtags and followers, know the true importance of human connection."*

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

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

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.

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.

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](http://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	<a href="mailto:mccall_r@woodcroft.sa.edu.au">mccall_r@woodcroft.sa.edu.au</a>
Head of Senior School	Tamsyn Voyzey	<a href="mailto:voyzey_t@woodcroft.sa.edu.au">voyzey_t@woodcroft.sa.edu.au</a>
SACE Coordinator	Sarah Hockey	<a href="mailto:hockey_s@woodcroft.sa.edu.au">hockey_s@woodcroft.sa.edu.au</a>
Pathways Coordinator	Abigail Batten	<a href="mailto:batten_a@woodcroft.sa.edu.au">batten_a@woodcroft.sa.edu.au</a>

# 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

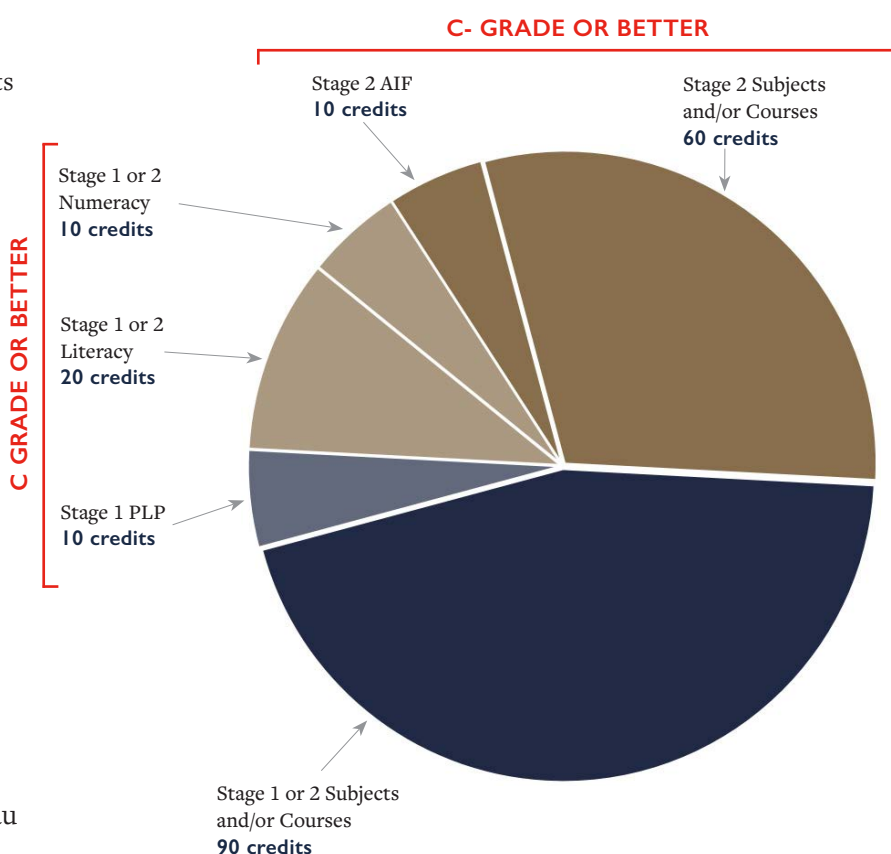
To gain the certificate students must earn 200 credits. 10 credits are equivalent to one semester or six months of study in a subject.

Some elements of the SACE are compulsory. These are:

- Personal Learning Plan (PLP) 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](mailto: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.

## Contact

Head of Year 11/12

Head of Year 11/12

College Pastor and Head of RAVE

Rachel Empson

Mark Cussadia

Marty Fox

[empson\\_r@woodcroft.sa.edu.au](mailto:empson_r@woodcroft.sa.edu.au)

[cussadia\\_m@woodcroft.sa.edu.au](mailto:cussadia_m@woodcroft.sa.edu.au)

[fox\\_m@woodcroft.sa.edu.au](mailto:fox_m@woodcroft.sa.edu.au)



LEARNING AREAS

# ACTIVATING IDENTITIES AND FUTURES

Year 11

Semester 1

Activating  
Identities and  
Futures A

Semester 2

Activating  
Identities and  
Futures A

Year 12

Semester 1

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

## Head of Faculty

Tarnya Saunderson  
AIF Coordinator  
Email: saunderson\_t@woodcroft.sa.edu.au



# SACE Stage 2 Activating Identities and Futures

(formerly Stage 2 Research Project)

<b>Faculty Area</b>	Activating Identities and Futures
<b>Credits</b>	10 (semester)
<b>Prerequisites</b>	Nil
<b>Status</b>	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](mailto:guest_j@woodcroft.sa.edu.au)

Ben Schmidt  
Head of Innovative Technologies  
Email: [schmidt\\_be@woodcroft.sa.edu.au](mailto:schmidt_be@woodcroft.sa.edu.au)



## SACE Stage 2 Advanced Manufacturing

<b>Faculty Area</b>	Innovative Technologies
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

Year 12 Advanced Manufacturing is focused on product design. You will work through an engineering process to design and make a product of your choice. You are encouraged to be creative and innovative, 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	20%
Assessment Type 2: Design Process and Solution	50%

#### External Assessment

Assessment Type 3: Resource Study	30%
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## SACE Stage 2 Child Studies

<b>Faculty Area</b>	Home Economics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

Child Studies focuses on children and their development from conception to 8 years.

You will develop knowledge and understanding of young children through individual, collaborative, and practical learning. These interactions are largely student-led, enabling agency and authentic immersion in the mentoring and teaching role.

You will explore concepts such as stages of development, the needs and rights of children, the value of play and the roles of parents and caregivers. You will also consider the importance of behaviour management, child nutrition and other factors which influence the health and wellbeing of children, in a range of settings.

You will complete an individual 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

- Nutrition and dietary choices during pregnancy
- Inclusive education
- Developing safety and environmental awareness
- The impact of technology on children
- The importance of reading to children
- Sport and snack issues
- Sensory play
- Investigation: A 2,000 word written report. You will devise a question to research and analyse based on a contemporary issue related to the health and wellbeing of children.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Practical Activity	50%
Assessment Type 2: Group Activity	20%

#### External Assessment

Assessment Type 3: Investigation	30%
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## SACE Stage 2 Food and Hospitality

<b>Faculty Area</b>	Home Economics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

You will develop and create contemporary dishes by exploring current trends and sustainable practices in a unique cooking setting.

You will apply creativity, problem-solving, and management skills in practical activities, with a focus on nutrition, food plating, food presentation, contemporary trends, health and wellbeing and catering for others.

You will work independently and collaboratively to implement and improve safe work practices in the preparation, storage, and handling of food, complying with current health and safety legislation.

You will complete an Investigation on a contemporary Food and Hospitality topic to reflect your interests, learning and understanding of this diverse and dynamic industry.

### Content

- Social media - signature desserts
- High risk foods - sushi
- Future foods - plant based dinners
- Use of technologies - cake decorating
- Group 1 task - Aussie bento boxes
- Group 2 task - multicultural feast
- Collaborative catering activities
- Investigation: A 2,000 word written report. You will devise a question to research and analyse based on a relevant issue related to the Food and Hospitality industry.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Practical Activity	50%
Assessment Type 2: Group Activity	20%

#### External Assessment

Assessment Type 3: Investigation	30%
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## SACE Stage 2 Material Solutions (Clothing and Textiles)

<b>Faculty Area</b>	Home Economics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

Clothing and Textiles develops knowledge and understanding of the design and realisation process when creating garments. You will produce a range of wearable garments in a focus area of your choice.

Throughout the course, you will investigate and analyse the industry and ethical issues in relation to your chosen area, designing and creating innovative solutions.

You will develop a range of fashion industry standard practical design and creation skills.

You are encouraged to be creative, innovative and resourceful, applying critical thinking and problem solving skills to incorporate technology to address design problems and challenges.

### Content

- Fashion design and trends
- Ethical issues within the fashion industry
- Electronic textiles
- Fabric and material analysis
- Garment construction – formal attire

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Specialised Skills Task	20%
Assessment Type 2: Design Process and Solution	50%

#### External Assessment

Assessment Type 3: Resource Study	30%
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## SACE Stage 2 Robotics and Electronic Systems

<b>Faculty Area</b>	Innovative Technologies
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	SACE Stage 1 Robotics and Electronic Systems

### Course Overview

In Year 12 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 Robotics technology is used in this course and C++ is the programming language.

### Content

- Designing and creating robotics solutions to address a real-world problem using the engineering process.
- Design development: Investigation, ideation, product analysis, concept sketches.
- Learning about 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

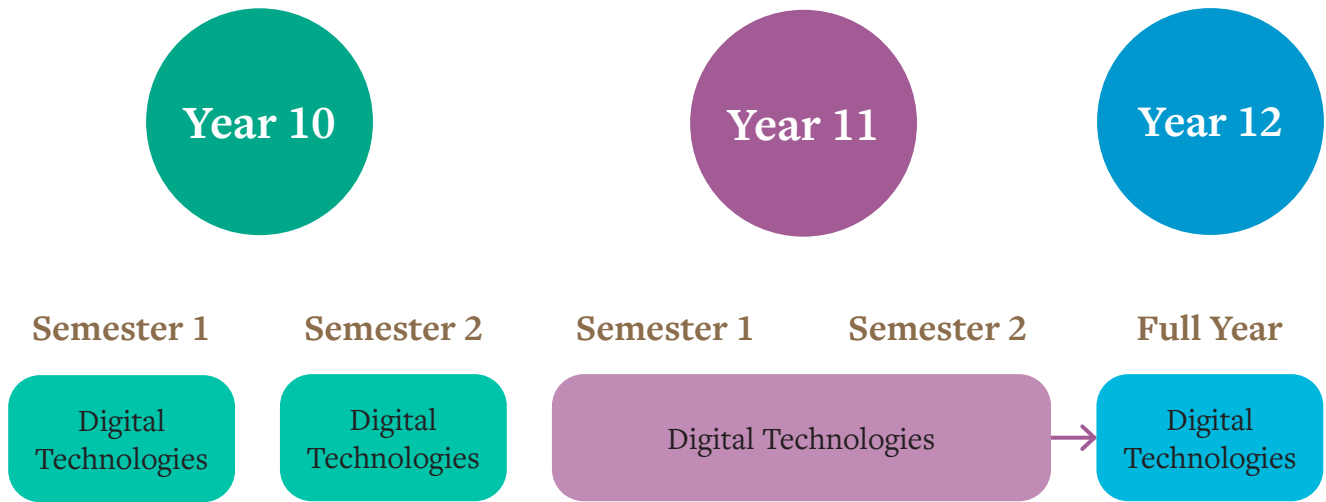
#### Internal Assessment

Assessment Type 1: Skills and Application	20%
Assessment Type 2: Design Process and Solution	50%

#### External Assessment

Assessment Type 3: Resource Study	30%
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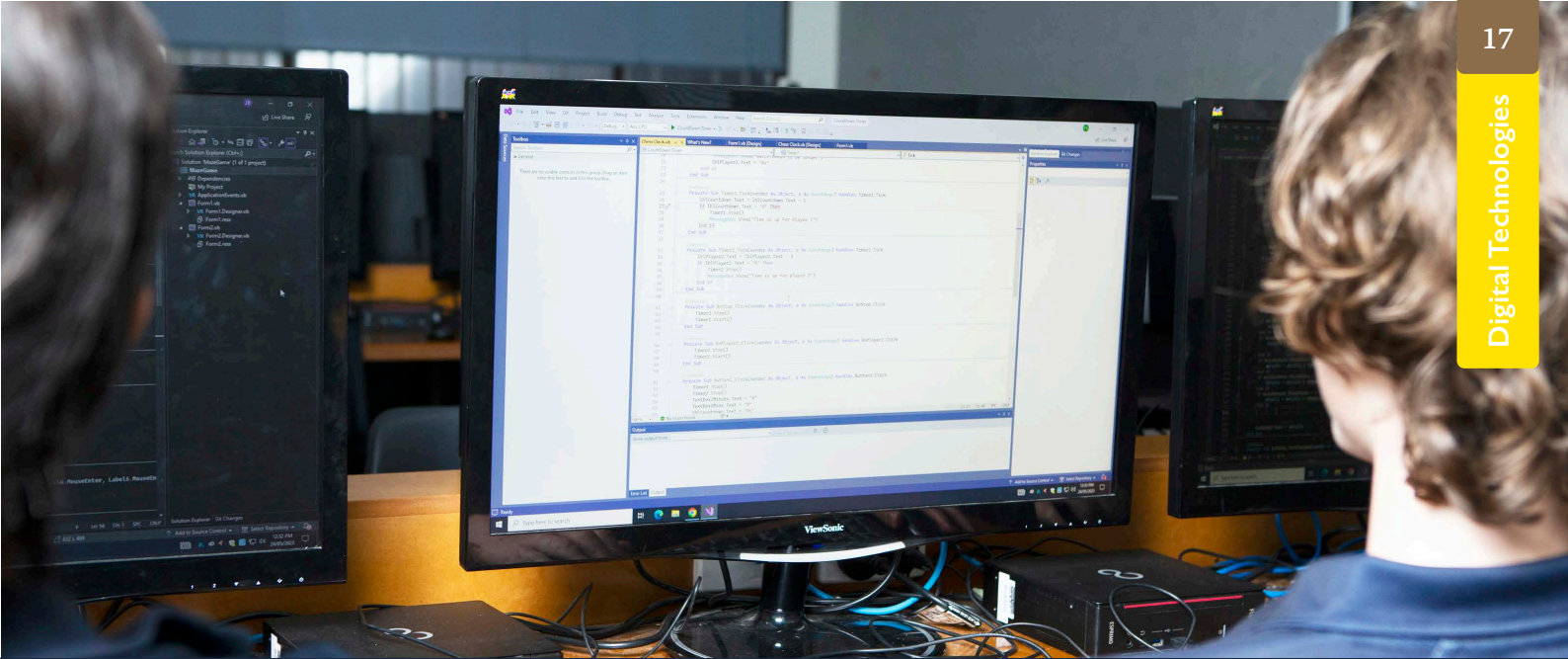
# DIGITAL TECHNOLOGIES



## Head of Faculty

Toni Maddock  
Acting Head of Digital Technologies  
Email: maddock\_t@woodcroft.sa.edu.au





## SACE Stage 2 Digital Technologies

<b>Faculty Area</b>	Digital Technologies
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Digital Technologies

### Course Overview

In Stage 2 Digital Technologies you will use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to you. You will analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. You will be encouraged to take ownership of problems and design, code, validate, and evaluate your solutions. By doing this, you will enhance your understanding of designing, programming, and researching digital technologies, as well as exploring and discussing ethical considerations.

### Content

- Design and programming: Work individually and collaboratively to create and explain digital solutions.
- Data analytics: Analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions.
- Iterative project development: Apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest.
- Computational thinking: Apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest.

### Evidence of Learning

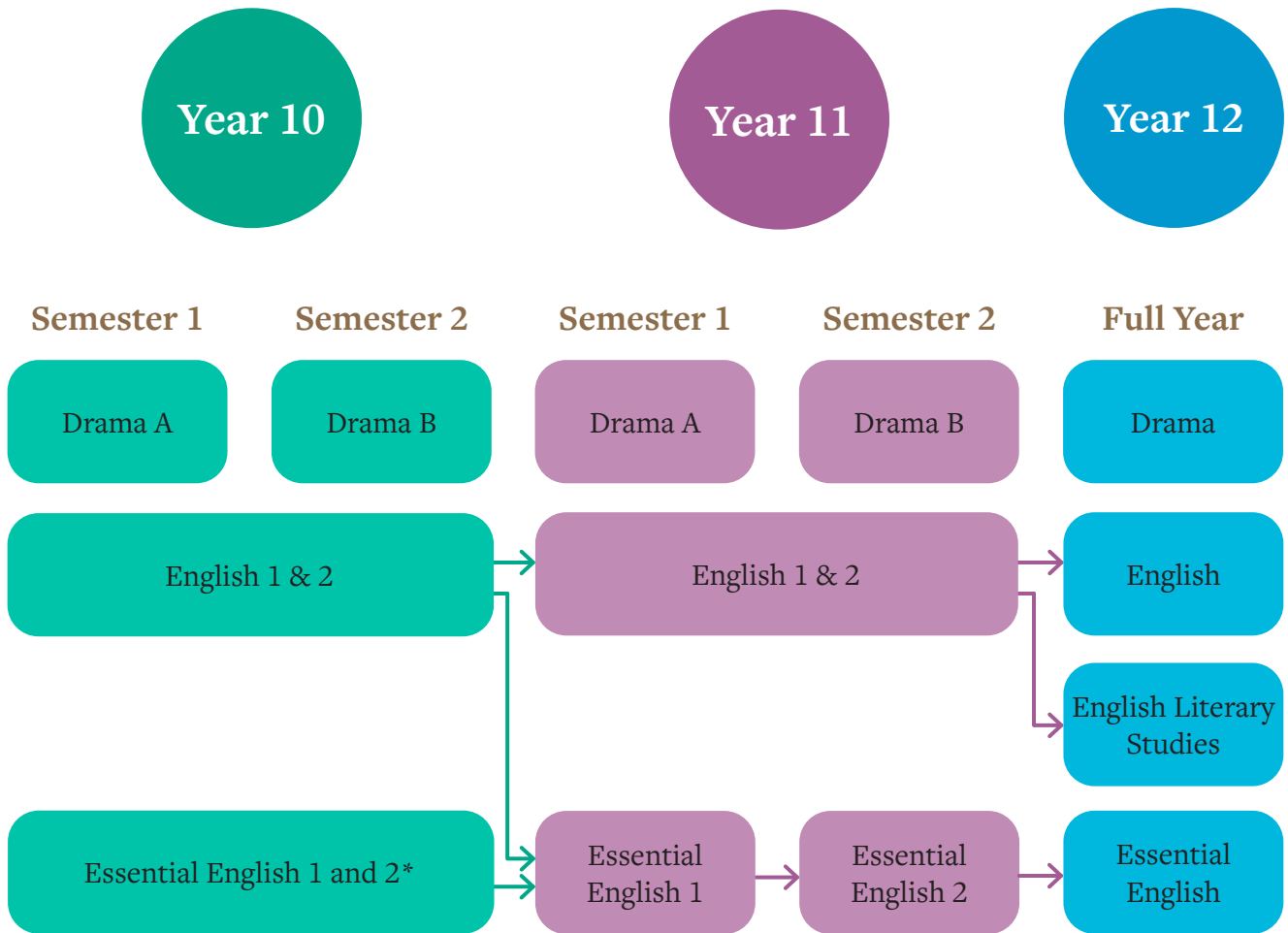
#### Internal Assessment

Assessment Type 1: Project Skills (four tasks)	50%
Assessment Type 2: Collaborative Project	20%

#### External Assessment

Assessment Type 3: Individual Digital Solution	30%
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# ENGLISH



*\*You are pre-selected for this course*

## Head of Faculty

Sara Papailiou  
 Head of English  
 Email: papailiou\_s@woodcroft.sa.edu.au



## SACE Stage 2 Drama

<b>Faculty Area</b>	English
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

In Stage 2 Drama, you will have the opportunity to explore and experience a range of dramatic practitioners including physical theatre companies, modern texts, and a range of theatrical styles. You will have multiple opportunities 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 have the opportunity to view a range of live theatrical productions and experience workshops run by industry experts. You will 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).
- Small group creative presentation: Based on the studied physical theatre practitioner, you will devise a theatrical performance in a small group, taking responsibility for all design and performative elements.
- Creative exploration: Where you adopt a designing or performance role for a hypothetical production to demonstrate your understanding of the class text study.
- Evaluation: Responding to and evaluating performed theatre and your own participation in theatre workshops, reflecting upon your development as an artist.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Group Production	40%
Assessment Type 2: Evaluation and Creativity	30%

#### External Assessment

Assessment Type 3: Creative Presentation	30%
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## SACE Stage 2 English

<b>Faculty Area</b>	English
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	C grade or higher for a 20 credit English subject at Stage 1, excluding Essential English

### Course Overview

Within this accessible course, you will balance the study of literary texts (including novels, films, poetry and theatre) with your own language production tasks. The internal assessment tasks for this course include four creative tasks, and three responsive/analytical tasks. Drawing on skills developed through earlier English study, you will be rewarded for rich usage of creative and persuasive language devices, and your recognition of these devices and other stylistic choices. Rather than sitting an exam in this subject, you will also complete an extended comparative text essay on two texts of your own choosing, developing a central thesis for exploration. You will be expected to include a range of presentation ‘modes’ across your body of assessment, drawing on the Adobe Creative Suite to produce professional layouts, design visual features, and to edit and produce audio and visual content.

### Content

- Text analysis: The analysis of a novel, film, drama production and poetry. This is presented in a range of formats including essay style, multimodal and oral.
- Persuasive writing: Appealing to ethos, pathos and logos.
- Creative writing: Developing imagery and authentic narrative voice.
- Developing clear awareness of authorial purpose and target audience across a range of tasks.
- Writing towards print and online journalism platforms.

### Evidence of Learning

#### Internal Assessment

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

#### External Assessment

Assessment Type 3: Comparative Analysis	30%
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## SACE Stage 2 English Literary Studies

<b>Faculty Area</b>	English
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	B grade or higher for a 20-credit English subject at Stage 1, excluding Essential English

### Course Overview

You will study a range of written and visual texts with a focus on literary analysis, comparative analysis, and critical literary perspectives, as well as producing two creative text production tasks. You will explore a range of complex themes and ideas through your close analysis of novels, films, poetry, drama, and multimodal texts to develop high level critical analysis skills. With a focus on making connections between themes and ideas in texts across a range of forms and eras, your ability to deeply evaluate intertextual connections, thematic complexity, and literary forms allows for the development and application of higher-level thinking skills throughout the Literary Studies course.

### Content

- Individual study
- Critical perspectives study
- Text response tasks: You will complete a variety of analytical responses to shared texts.
- Text production tasks: You will complete two text production tasks, one transformative, one free choice.
- Critical reading external exam: 100 minutes

### Evidence of Learning

#### Internal Assessment

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

#### External Assessment

Assessment Type 3: External Assessment	30%
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# SACE Stage 2 Essential English

<b>Faculty Area</b>	English
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Stage 1 English or Stage 1 Essential English

## Course Overview

This is a highly accessible and practical course where you will balance the study of a range of multimodal texts (including film, YouTube shows, and short visual texts) with your own text production tasks. The internal assessment tasks for this course include three creative tasks, and three responsive/analytical tasks. Drawing on skills developed through earlier English study, you will be rewarded for rich usage of creative and persuasive language devices, and your recognition of these devices across a range of texts. Rather than sitting an exam in this subject, you will also complete an extended Language Study in a context of your own choosing. You will be expected to include a range of presentation 'modes' across your body of assessment, drawing on a range of skills to produce texts and responses suited to a variety of audiences and contexts.

## Content

- Text analysis: Presented in a range of formats (presentations, short answer questions etc).
- Persuasive advocacy presentation: Appealing to ethos, pathos and logos.
- Text production: Application of stylistic and textual features.
- Developing clear awareness of authorial purpose and target audience across a range of tasks and contexts.
- Language study: You will select a specific context and produce an extended report evaluating the language features of at least two different examples within the context.

## Evidence of Learning

### *Internal Assessment*

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

### *External Assessment*

Assessment Type 3: External Assessment	30%
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# 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  
 Email: [scott\\_m@woodcroft.sa.edu.au](mailto:scott_m@woodcroft.sa.edu.au)



# SACE Stage 2 Health and Wellbeing

<b>Faculty Area</b>	Health and Personal Development
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

## Course Overview

“Growth happens when we take responsibility for our own thoughts, decisions and actions”.

In Health and Wellbeing, you will develop the knowledge and skills required to explore and analyse influences to make informed decisions regarding your own and others’ health and wellbeing. You will have the opportunity to consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society, becoming ‘agents of change’.

You will play an active role in negotiating what content you will investigate and how you might undertake this.

You will investigate how health and wellbeing is influenced by many social and cultural attitudes, beliefs, and practices. Being aware of these will allow you to actively breakdown barriers and actively participate in changing these ‘gaps’ within communities.

First aid training will be completed within this course.

## Content

- Express opinions and values on a range of health topics around age, gender, sexuality, disability, cultural and socio-economic background to ensure social equity.
- Consider the impact of behaviours, choices, environments, culture, first aid training and technology may have on your own and others’ health and wellbeing.
- Investigate the health status of young people (locally, nationally, and globally), considering mindfulness strategies, destressing, sleep, financial wellness, developing safe and respectful relationships.
- Review, interpret, and make informed decisions about health and wellbeing information and advice, by considering how and where to seek reliable information to promote and maintain good health and wellbeing, to empower you to make informed actions and decisions.
- Evaluate health promotion strategies and campaigns, to actively promote your own informed initiatives on health and wellbeing outcomes for yourself and others.

## Evidence of Learning

### Internal Assessment

Assessment Type 1: Initiative (two tasks, one individual and one collaborative)	40%
Assessment Type 2: Folio (two tasks)	30%

### External Assessment

Assessment Type 3: Inquiry	30%
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# SACE Stage 2 Integrated Learning - Sport and Health

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

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](mailto:ellis_ma@woodcroft.sa.edu.au)

# SACE Stage 2 Ancient Studies

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in a Stage 1 History subject (if studied)

## Course Overview

In Stage 2 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/North Africa, as well as the classical civilisations of Greece and Rome. In Ancient Studies, you will be able to draw on many other fields of study. You will consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. The subject will also allow you to explore the ideas and innovations that shape, and are shaped by, societies. You will develop inquiry skills that enable you to challenge or confirm beliefs, attitudes, and values in the ancient world.

## Content

- Daily life: Explore the daily life and social history of 5th Century BCE Athens and Sparta (Greece).
- Political power and authority: Examine the fall of the Roman Republic and transition to empire.
- Literature - drama and poetry: Greek Tragedy – study of the stylistic features and conventions of two Greek plays.

## Evidence of Learning

### *Internal Assessment*

Assessment Type 1: Skills and Applications	50%
Assessment Type 2: Connections	20%

### *External Assessment*

Assessment Type 3: Inquiry	30%
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# SACE Stage 2 Business Innovation

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Business Innovation (if studied)

## Course Overview

In Stage 2 Business Innovation, you will have the opportunity to equip yourself with the knowledge, skills, and resources to take a business idea and learn the processes involved in implementing that idea into reality. You will be exposed to designing a new business and transforming existing businesses into the modern world. By adopting a customer focus approach, you will identify, design, test, iterate and communicate viable solutions. As a Business Innovation student, you will be able to undertake design thinking activities and be exposed to a variety of planning tools to promote a collaborative approach in focusing on innovative transformations within start-up and existing business scenarios.

## Content

- **Designing business:** Using a customer focus approach, you will investigate the needs of potential customers to gather and analyse data to identify possible business opportunities.
- **Using an iterative approach,** you will engage in making pivots and assumptions based on your initial idea to best meet the needs of your identified customers producing a viable solution/prototype.
- **Transforming business:** Based on the content developed through the designing business context, you will extend your knowledge by selecting an existing business to identify potential opportunities to transform the business.
- **Transformation** may include looking at current products, services and business models to adapt to changes or emerging trends identified and evaluating the impact of these.
- **Business plan and pitch:** You will undertake the creation of a business model either as a start-up or use the business model of an existing business. Using this model, you will create a pitch to promote to potential stakeholders.

## Evidence of Learning

### Internal Assessment

Assessment Type 1: Business Skills	40%
Assessment Type 2: Business Model	30%

### External Assessment

Assessment Type 3: Business Plan and Pitch	30%
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## SACE Stage 2 Economics

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Economics (if studied)

### Course Overview

In Stage 2 Economics, you will explore and analyse a variety of authentic economic contexts to develop, extend, and apply your skills, knowledge, understanding, and capabilities. You will develop an understanding that economic thinking can offer insights into many of the issues faced by society. You will use an inquiring, critical, and thoughtful approach to your study and further develop the ability to think like an Economist. You will apply your economic inquiry skills and knowledge and understanding of economic concepts, principles, and models to analyse and respond to economic problems.

### Content

- Core topic: Thinking like an economist – you will develop economic thinking by using economic inquiry skills and economic concepts, principles, and models in different scenarios.
- Microeconomics (firms): You will apply economic thinking to develop an understanding of how firms use economics in their daily operations.
- Macroeconomic management: You will develop an understanding of the workings of the macro economy.
- Trade and globalisation: You will develop an understanding of trade and globalisation.
- Wealth, Poverty, and Inequality: You will explore the ways in which wealth, poverty, and inequality are measured, and how individuals, institutions, and governments can develop effective solutions to the problem.
- The environment: You will develop an understanding of the relationship between economic activities and the environment.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Folio	40%
Assessment Type 2: Economic Project	30%

#### External Assessment

Assessment Type 3: Examination	30%
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## SACE Stage 2 Geography

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Geography (if studied)

### Course Overview

In Stage 2 Geography, you will be able to investigate a range of geographical issues taking place across both human and physical environments. As a geographer, you will develop your understanding of people's impacts on ecosystems, such as tropical rainforests, as well as our role in climate change, and the impacts climate change is having on Australia. You will study population trends and movements, such as those in Australia and China, and investigate the impact of multinational companies on countries with varying levels of development. You will also analyse the level of global inequalities that exist in education, health, or food security. Geography allows you to make connections with theory and real-life situations and this course will allow you to undertake fieldwork on a local topic or issue of personal interest for your independent fieldwork investigation.

### Content

- Ecosystems and people: The impact of humans on ecosystems and their sustainable management, including analysis of ecological footprints.
- Climate change: Causes, impacts and responses to the enhanced greenhouse effect.
- Population change: Global population trends, including strategies to manage population growth such as China's 1-child policy, and migration causes and impacts.
- Globalisation: Patterns and impacts of globalisation and how globalisation is measured, including the impacts of multinational companies in low-income and high-income countries.
- Transforming global inequality: Causes and responses to global inequalities in either healthcare, education, or food security.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Geographical Skills and Application Tasks	40%
Assessment Type 2: Independent Fieldwork Report	30%

#### External Assessment

Assessment Type 3: Examination	30%
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# SACE Stage 2 Legal Studies

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Legal Studies (if studied)

## Course Overview

Stage 2 Legal Studies focuses on exploring the Australian Legal System. You will critically analyse legal principles and processes through the competing tensions between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. In this way, you will gain confidence in evaluating the institutions of law and lawmaking, including the impact on diverse groups, and making informed recommendations for change. As a Legal Studies student, you will debate legal arguments and apply your knowledge to contemporary legal problems, including rights protection and an area of independent study. Through an inquiry approach, you will develop your own civic literacy and passion for justice, as well as gain a range of transferable research and analysis skills.

## Content

- Sources of law: A comprehensive study of the structures, processes, and legal principles of the Australian Legal System (the legislature (parliament), executive (government), and the judiciary (courts)), including the supervision and evaluation of lawmaking.
- Dispute resolution: The features of the adversary system of trial and underlying legal principles when resolving legal disputes with or without trial in criminal and civil jurisdictions, with a comparison to the inquisitorial system of trial and an evaluation of justice systems, including access to justice for diverse groups.
- When rights collide: Investigation of competing rights and responsibilities in a contemporary Australian legal context, with an understanding of legal rights' protections, international human rights obligations, rights issues for diverse groups, and areas of reform.

## Evidence of Learning

### Internal Assessment

Assessment Type 1: Folio	40%
Assessment Type 2: Inquiry	30%

### External Assessment

Assessment Type 3: Examination	30%
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# SACE Stage 2 Modern History

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Modern History (if studied)

## Course Overview

In the study of Modern History at Stage 2, you will investigate the growth of modern nations at a time of rapid global change. You will engage in a study of one nation, and of interactions between or among nations. In your study of one nation, you will be able to investigate the social, political, and economic changes that shaped the development of that nation. As a historian, you will develop insights into the characteristics of a modern nation and the crises and challenges that have confronted it. You will explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

## Content

- Modern nations: Germany (1918 - 48) – analysis of the ways in which changes in Germany were shaped by internal and external forces and challenges.
- Study of the demise of an empire, the birth of a republic, the creation of a totalitarian dictatorship, a policy of military and territorial expansionism, and the institutionalisation of genocide.
- The world since 1945: The Changing World Order (1945-) – investigation into ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise.
- How leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

## Evidence of Learning

### Internal Assessment

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

### External Assessment

Assessment Type 3: Examination	30%
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# SACE Stage 2 Philosophy

<b>Faculty Area</b>	Humanities
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Philosophy (if studied)

## Course Overview

Over the course of the year, 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, including Logic, 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

- A film study, along with supplementary texts, will enable you to develop an understanding of Metaphysics and limitations on knowledge.
- Extracts from Bo Burnham's *Inside* and Hannah Gadsby's *Nanette* as well as other comedic texts will be examined to develop an understanding of logic, rhetoric, and critical thinking tools as used by philosophers including (but not limited to):
  - equivocation
  - alternative conclusions
  - assumed premises
  - shared premises
  - disconnected premises
  - logical fallacies
  - inductive and deductive arguments.
- A film or short text study will develop your understanding of Epistemology with a focus on the idea of Free Will vs. Determinism.
- 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: Argument and Critical Thinking (two tasks)	25%
Assessment Type 2: Issues Analysis (two or three tasks)	45%

### External Assessment

Assessment Type 3: Philosophical Issues Study (one written assignment)	30%
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# 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](mailto:bell_c@woodcroft.sa.edu.au)

# SACE Stage 2 Chinese Background Speakers

<b>Faculty Area</b>	Languages
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Year 11 Chinese Background Speakers. You have had more than one year education in that country or in a wholly Chinese-speaking environment after five years of age.

## 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

- The environment
- The impact of technology
- Youth issues
- The place of tradition in modern society
- The changing roles and expectation of women and men
- Contemporary film
- Employment
- Social/employment opportunities
- Writers in Chinese language

## Evidence of Learning

### Internal Assessment

Assessment Type 1: Folio	50%
<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Text Production</li> <li>• Text Analysis</li> </ul>	
Assessment Type 2: In-depth Study	20%
<ul style="list-style-type: none"> <li>• Written Response in Chinese</li> <li>• Oral Presentation in Chinese</li> <li>• English Reflection</li> </ul>	

### External Assessment

Assessment Type 3	30%
<ul style="list-style-type: none"> <li>• Oral Exam</li> <li>• Written Exam</li> </ul>	



## SACE Stage 2 English as an Additional Language

<b>Faculty Area</b>	Languages
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	SACE Stage 1 EAL. Your first language is a language other than English or you require additional support to develop proficiency in standard Australian English.

### Course Overview

In English as an Additional Language, you will continue to 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 advertisements, short stories and films. You will develop your research skills by researching a topic of your choice and writing a report and presenting a discussion on your topic. 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 also study a range of spoken and written advertisements to develop your understanding of how language is used to position the audience.

### Content

- Responding to texts on the challenges different groups face
- Persuading an audience on a current issue in society
- Individual research on an issue or topic of choice
- Analysis of advertisements promoting healthy lifestyles

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Academic Literacy Study	30%
Assessment Type 2: Responses to Texts	40%

#### External Assessment

Assessment Type 3: Examination	30%
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# SACE Stage 2 German Continuers

<b>Faculty Area</b>	Languages
<b>Credits</b>	20 ( full year)
<b>Prerequisites</b>	Year 11 German Continuers

## 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 sustainable tourism and the environment and education, work, and your future, as well as a discussion on friendships and relationships. 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

- Health and wellbeing
- Tourism and the environment
- Friendship and family
- School and further education
- Word order when writing and speaking German
- The German case system
- Past, present and future tenses
- Indicative, imperative and subjunctive moods
- Linking sentences with conjunctions
- Passive voice

## Evidence of Learning

### Internal Assessment

Assessment Type 1: Folio	50%
<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Text Production</li> <li>• Text Analysis</li> </ul>	
Assessment Type 2: In-depth study	20%
<ul style="list-style-type: none"> <li>• Written Response in Chinese</li> <li>• Oral Presentation in Chinese</li> <li>• English Reflection</li> </ul>	

### External Assessment

Assessment Type 3	30%
<ul style="list-style-type: none"> <li>• Oral Examination</li> <li>• Written Examination</li> </ul>	

# SACE Stage 2 Japanese Continuers

<b>Faculty Area</b>	Languages
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Year 11 Japanese

## Course Overview

In Japanese you will study the topics of The Individual, The Japanese- speaking Communities and The Changing World. Through 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 different texts in Japanese to find information, ideas and opinions, interpret meaning, and examine the relationship between Australia and Japan. Studying Japanese will help you to 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 further study after school.
- **Kanji:** You will use Kanji cards and a variety of different computer programs such as Quizlet and Blookit to learn the required Kanji for the SACE Curriculum.
- **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 based on questions from a variety of conversation booklets in preparation for the oral examination.

## Evidence of Learning

### *Internal Assessment*

Assessment Type 1: Folio 50%

- Interaction
- Text Production
- Text Analysis

Assessment Type 2: In-depth Study 20%

- Written Response in Japanese
- Oral Presentation in Japanese
- English Reflection

*External Assessment* 30%

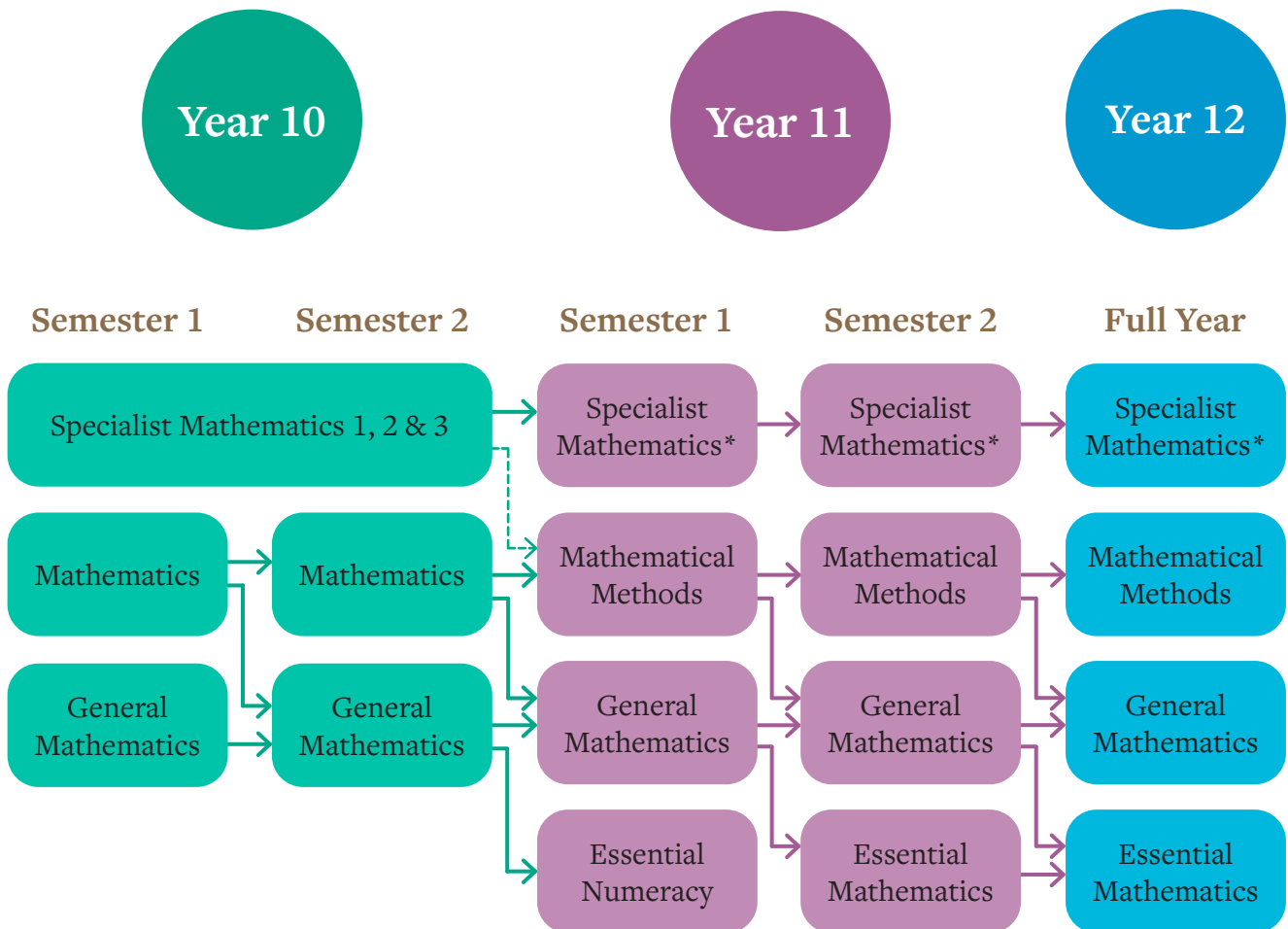
Assessment Type 3: External Exam

- Oral Examination
- Written Examination





# MATHEMATICS



*\*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](mailto:belgrade_n@woodcroft.sa.edu.au)



## SACE Stage 2 Essential Mathematics

<b>Faculty Area</b>	Mathematics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Completion of Stage 1 General 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, and trades.

### Content

- Scales, plans and models
- Measurement
- Business applications
- Statistics
- Investments and loans

### Evidence of Learning

You will provide evidence of learning through eight assessments, including the external assessment component:

- four skills and applications tasks
- three folio tasks
- one examination

#### Internal Assessment

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

#### External Assessment

Assessment Type 3: Examination	30%
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*N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a TI-84+ or TI-84+CE graphics calculator.*



## SACE Stage 2 General Mathematics

<b>Faculty Area</b>	Mathematics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C+ in Stage 1 General Mathematics or has completed a higher 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

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

### Evidence of Learning

You will provide evidence of learning through eight assessments, including the external assessment component:

- five skills and applications tasks
- two mathematical investigations
- one examination

### Internal Assessment

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

### External Assessment

Assessment Type 3: Examination	30%
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*N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a TI-84+ or TI-84+CE graphics calculator.*



## SACE Stage 2 Mathematical Methods

<b>Faculty Area</b>	Mathematics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C+ in Stage 1 Mathematical Methods

### 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

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

### Evidence of Learning

You will provide evidence of learning through eight assessments, including the external assessment component:

- six skills and applications tasks
- one mathematical investigation
- one examination

### Internal Assessment

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

### External Assessment

Assessment Type 3: Examination	30%
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*N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a TI-84+ or TI-84+CE graphics calculator.*

# SACE Stage 2 Specialist Mathematics

<b>Faculty Area</b>	Mathematics
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C+ in Stage 1 Specialist Mathematics

## 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.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

## Content

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

## Evidence of Learning

You will provide evidence of learning through eight assessments, including the external assessment component:

- six skills and applications tasks
- one mathematical investigation
- one examination

### Internal Assessment

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

### External Assessment

Assessment Type 3: Examination	30%
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*N.B. The use of graphic calculators is a compulsory and essential element in Mathematics. You are expected to access a TI-84+ or 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](mailto:mccarthy_r@woodcroft.sa.edu.au)



# SACE Stage 2 Music Explorations: Composition Focus

<b>Faculty Area</b>	Music
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	C+ in Stage 1 Music Advanced with a specialisation in composition. A minimum of three years individual tuition and technical expertise on a musical instrument or voice is required, along with participation in at least one College ensemble.

## Course Overview

Stage 2 Music Explorations – Composition Focus emphasises learning through exploring and experimenting with music. You will explore musical styles and influences, the elements of music and how music is made. After analysing and comparing live or online music performances, you will complete an initial melody composition where you will determine your exploration focus. You can choose to specialise your exploration in either: performing, composing, and arranging or making an instrument and performing on the instrument created. You will work individually on your projects, complete a multimodal presentation on the summary of your findings and learning journey and complete a final creative work to express your ideas and emotions.

## Content

- **Analysis:** You will complete a reflection and critique on two works presented in a live music performance, and, compare and contrast the music elements in two versions of the same song by different bands/artists.
- **Original melody composition:** You will demonstrate your compositional skills through the creation of an original melody using standard music notation on Sibelius. You will write a composer's statement to explain the intent of your composition and provide evidence of the skills and techniques you used.
- **Explorations:** You will choose ONE of the options below:
  - » **Composing/arranging:** You will compose or arrange a set of pieces or arrangements totalling six minutes of music.
  - OR
  - » **Performing:** You will present a set of short performances between 8 – 10 minutes to a live audience.
  - OR
  - » **Instrument creation:** You will design and make a handcrafted musical instrument on which you demonstrate playability and a range of expression in a 3 – 4 minute solo performance.
- **Commentary:** You will complete a written or multimodal commentary on the processes of exploration and experimentation you have used.
- **Creative connections:** You will complete a final performance, composition, or arrangement in one of the styles you have studied above along with a multimodal discussion of the process and learning journey.

## Evidence of Learning

### Internal Assessment

Assessment Type 1: Music Literacy	30%
Assessment Type 2: Explorations	40%

### External Assessment

Assessment Type 3: Creative Connections	30%
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## SACE Stage 2 Music Performance: Ensemble

<b>Faculty Area</b>	Music
<b>Credits</b>	10 (full year) Must be studied in conjunction with Music Performance - Solo.
<b>Prerequisites</b>	A minimum of three years individual tuition and technical expertise on a musical instrument or voice is required, along with participation in at least one College ensemble.

### Course Overview

In Stage 2 Music Performance: Ensemble you will develop and extend your practical music-making skills through performing pieces in an ensemble. You will develop your individual skills and techniques on your instrument or voice and collaborate as effective members of an ensemble. You will participate in two College Ensembles (Woodcroft College Concert Band, College Musical Band, College Musical Cast, Vocal Ensemble or another negotiated ensemble, duet, or trio). You will attend and contribute to rehearsals, working with mentors to polish the repertoire and achieve a balanced sound. Ensembles will perform at Showcase. You will view a range of performances (live or online) to learn how ensembles achieve their sound and will evaluate how your role contributed to the effectiveness of your chosen ensembles.

### Content

- Performance 1: You will apply your musical skills, accuracy and technique and understanding of stage presence to perform in your chosen Ensemble for 6-8 minutes. You will complete individual part-testing of your music for two minutes.
- Performance 2: You will complete a second Ensemble performance of 6 - 8 minutes at Showcase and complete an 800 word discussion outlining how your understanding of the style of your music informed your performance in the Ensemble and critiquing the strategies you used to improve and develop your skills. You will complete individual part-testing of your music for two minutes.
- Performance 3: You will complete your final performance with your chosen Ensemble of 6 – 8 minutes to a live audience, drawing together your musical understanding, skills, accuracy and technique learned throughout the year. You will complete individual part-testing of your music for two minutes. You will also complete a 500 word evaluation of your learning journey.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Performance	30%
Assessment Type 2: Performance and Discussion	40%

#### External Assessment

Assessment Type 3: Performance Portfolio	30%
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## SACE Stage 2 Music Performance: Solo

<b>Faculty Area</b>	Music
<b>Credits</b>	10 (full year) Must be studied in conjunction with Music Performance - Ensemble.
<b>Prerequisites</b>	A minimum of three years individual tuition and technical expertise on a musical instrument or voice is required, along with participation in at least one College ensemble. Weekly accompaniment is provided by the College.

### Course Overview

In Stage 2 Music Performance: Solo you will develop and extend your practical music-making skills through performing a variety of pieces on your voice or instrument of choice. You will work weekly with your instrumental tutor, accompanist, and classroom teacher to develop your skills, technique, and accuracy on your instrument and to develop your stage presence and skills in engaging an audience. You will analyse your music and reflect on your music journey and evaluate your performances as a soloist. You will listen to and view live/online performances to learn performance techniques and to perform with expression.

### Content

- Performance 1: You will apply your musical skills, accuracy and technique and understanding of stage presence to present your first solo performance of 6 - 8 minutes.
- Performance 2: You will complete a second solo performance of 6 - 8 minutes and complete an 800 word discussion outlining how your understanding of the style of your music informed your performance and critiquing the strategies you used to improve and develop your skills.
- Performance 3: You will complete your final solo performance of 6 - 8 minutes to a live audience, drawing together your musical understanding, skills, accuracy, and technique learned throughout the year. You will also complete a 500 word evaluation critiquing your final performance.

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Performance	30%
Assessment Type 2: Performance and Discussion	40%

#### External Assessment

Assessment Type 3: Performance Portfolio	30%
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# 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](mailto:taylor_b@woodcroft.sa.edu.au)



## SACE Stage 2 Outdoor Education

<b>Faculty Area</b>	Outdoor Education
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

Outdoor Education provides an opportunity to connect learning between the classroom and the natural environment. You will investigate the sensitivities of the natural world and acquire the skills to conduct adventurous activities in a sustainable way. By applying leadership and communication skills, you will develop relationships. These skills are equally relevant to a career in Outdoor Education as they are to other career pathways. The course includes a range of activities as well as two multi-day journeys (up to a total of nine school days).

You must complete all activities and journeys to meet the requirements of the course.

### Content

- You will take increased ownership for planning, conducting and reflecting on experiences.
- You will research an environmental issue and demonstrate your knowledge by applying sustainability initiatives to a specific location.
- As you develop higher level technical skills, you will work on facilitation and leadership skills.
- You will reflect on each experience, its implications, and what that means for the future.
- The course includes activities and journeys in natural environments, these include compulsory activities before and after school, full day activities and multi-day camps.

### Evidence of Learning

#### Internal Assessments

Assessment Type 1: About Natural Environments	20%
Assessment Type 2: Experiences in Natural Environments	50%

#### External Assessment

Assessment Type 3: Connections with Natural Environments	30%
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# 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

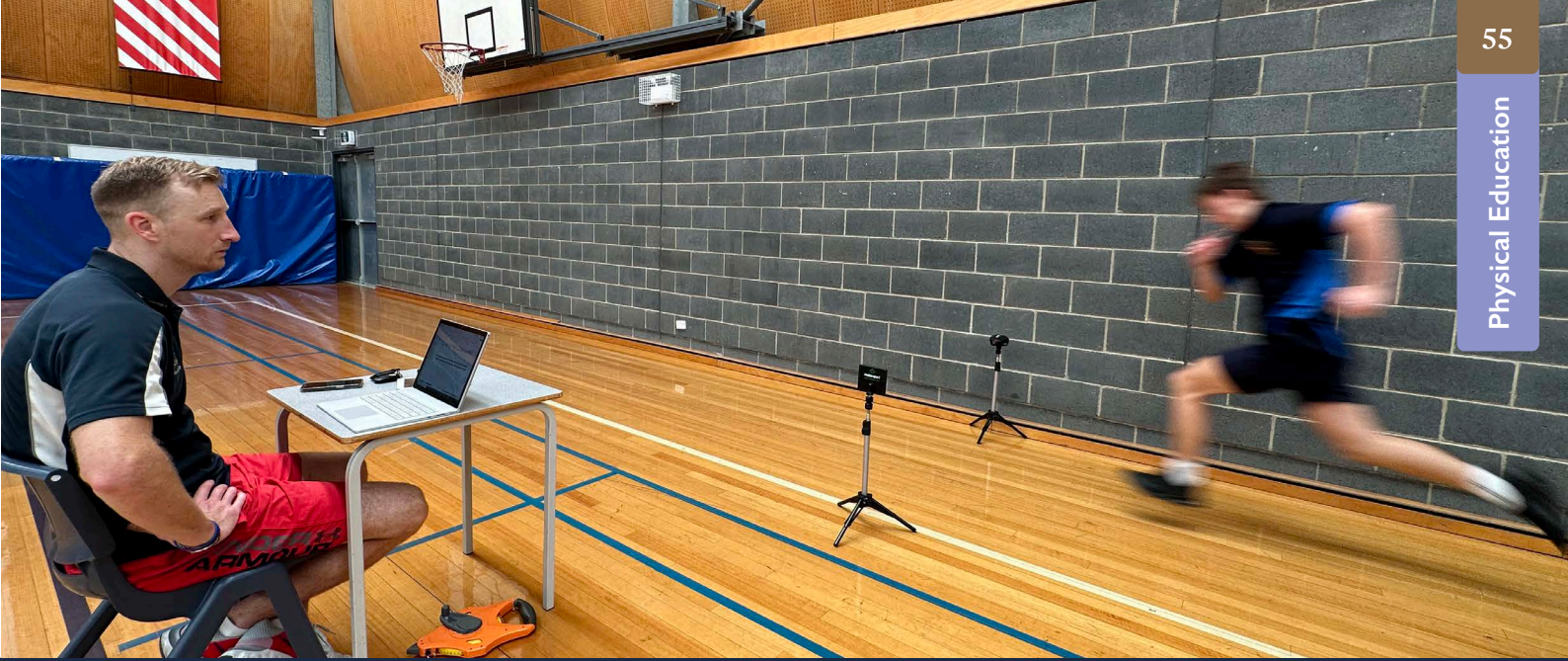
Year 12

Full Year

Physical  
Education

## Head of Faculty

Ben Woodhouse  
Head of Physical Education  
Email: woodhouse\_b@woodcroft.sa.edu.au



## SACE Stage 2 Physical Education

<b>Faculty Area</b>	Physical Education
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C in Stage 1 Physical Education (if studied)

### Course Overview

In Stage 2 Physical Education, you will explore and experience a range of movement and performance concepts and strategies. You will participate in physical activities and analyse the concepts and strategies that effected your performance. You will learn to use technology such as GPS, heart rate monitors and video to support your analysis. You will also create, develop and evaluate a performance improvement programme, as well as take part in sporting events, analysing your role in improving your team's performance.

### Content

#### *Diagnostics*

You will participate in a physical activity to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.

#### *Improvement Analysis*

You will undertake a journey of improvement with a focus on a school or community-based physical activity. You will reflect on your performance to identify an aspect of physical activity for improvement.

#### *Group Dynamics*

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

### Evidence of Learning

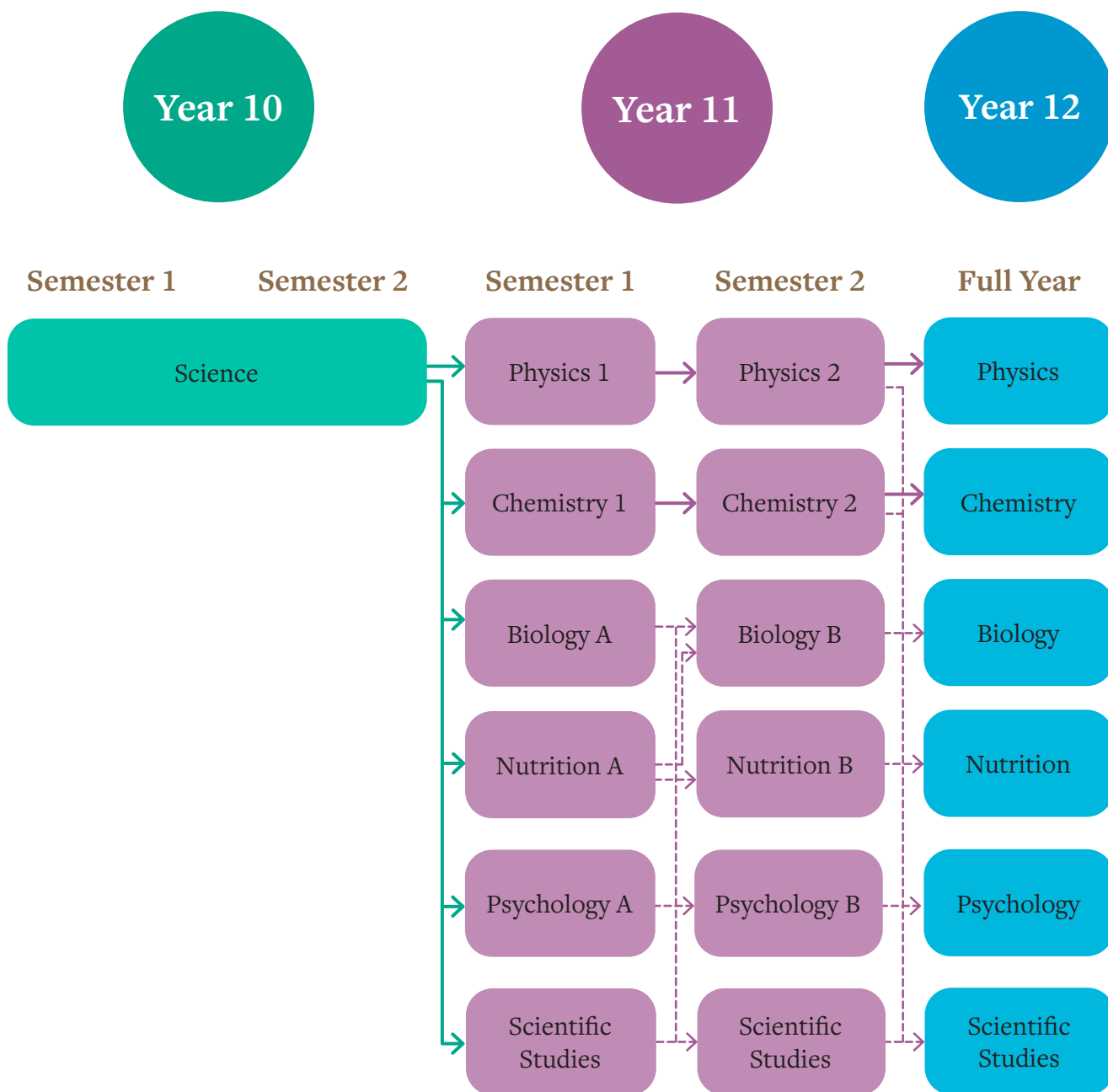
#### *Internal Assessment*

Assessment Type 1: Diagnostics	30%
Assessment Type 2: Improvement Analysis	40%

#### *External Assessment*

Assessment Type 3: Group Dynamics	30%
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# SCIENCES



## Head of Faculty

Suneel Kookana  
 Head of Science  
 Email: kookana\_s@woodcroft.sa.edu.au





## SACE Stage 2 Biology

<b>Faculty Area</b>	Sciences
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C- in a Stage 1 Science, preferably Biology

### Course Overview

In Biology, you will investigate and learn about the structure and function of a range of living organisms, how they interact with other living things and with their environments. You will engage with the work of biologists through excursions and practical work, as well as debates about contemporary biological issues which impact your life, society and the environment.

### Content

- DNA and proteins
- Cells as the basis for life
- Homeostasis
- Evolution

### Evidence of Learning

#### *Internal Assessment*

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

#### *External Assessment*

Assessment Type 3: Examination	30%
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## SACE Stage 2 Chemistry

<b>Faculty Area</b>	Sciences
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C- in a Stage 1 Chemistry

### Course Overview

The study of Stage 2 Chemistry builds on the concepts introduced in Stage 1 Chemistry, focusing on applications of chemical concepts to industrial and biological systems. The opportunity is provided for you to develop your inquiry skills and examine how parameters can be modified to produce the most efficient, economical and green materials for our future world.

### Content

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

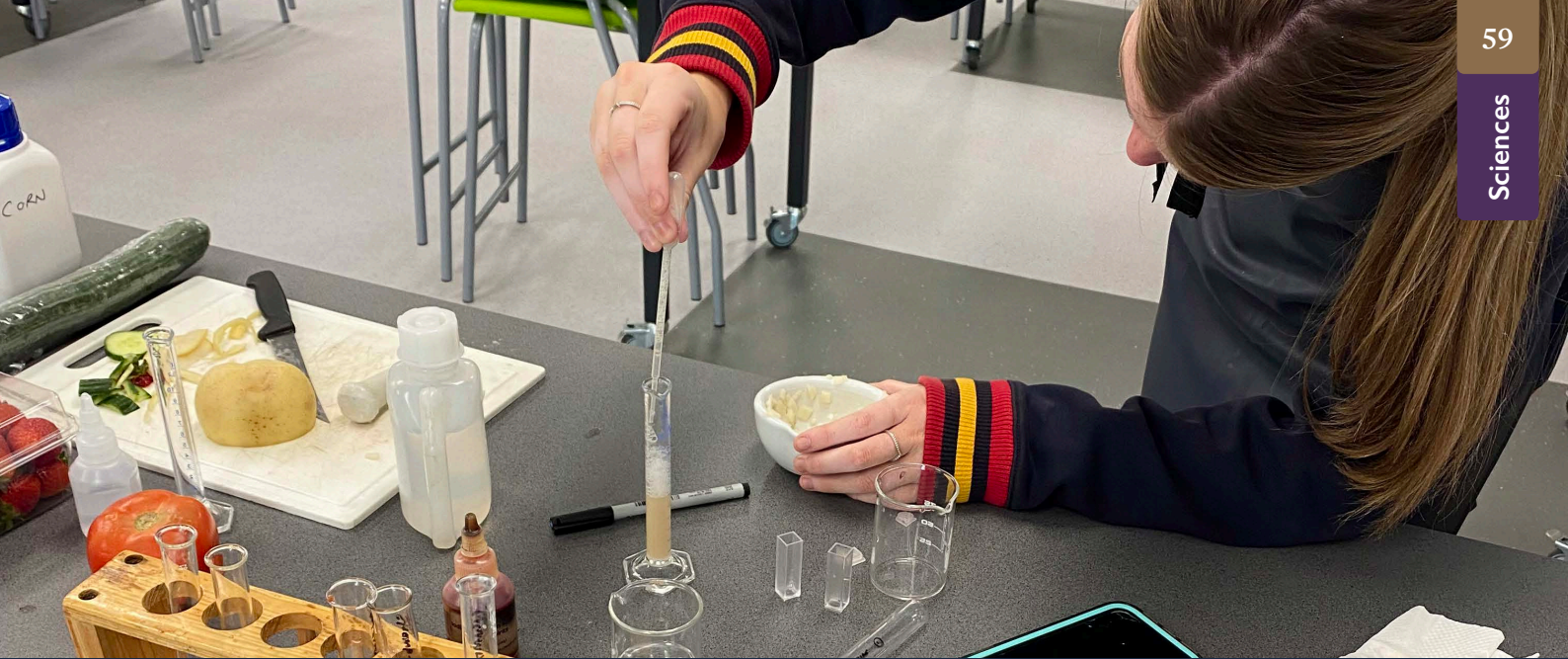
### Evidence of Learning

#### Internal Assessment

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

#### External Assessment

Assessment Type 3: Examination	30%
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## SACE Stage 2 Nutrition

<b>Faculty Area</b>	Sciences
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

Nutrition explores the fundamentals of the relationship between human digestion, physiology, and health by investigating the nutrients in food, how the body uses nutrients and the development of lifestyle diseases. This knowledge is then applied to conducting investigations and examining diet-related scenarios, as well as the production, distribution, and preservation of food. Current food trends and practices will be contrasted and compared to future food needs and ethics.

### Content

- Principles of nutrition, physiology and health
- Health promotion and emerging trends
- Sustainable food systems

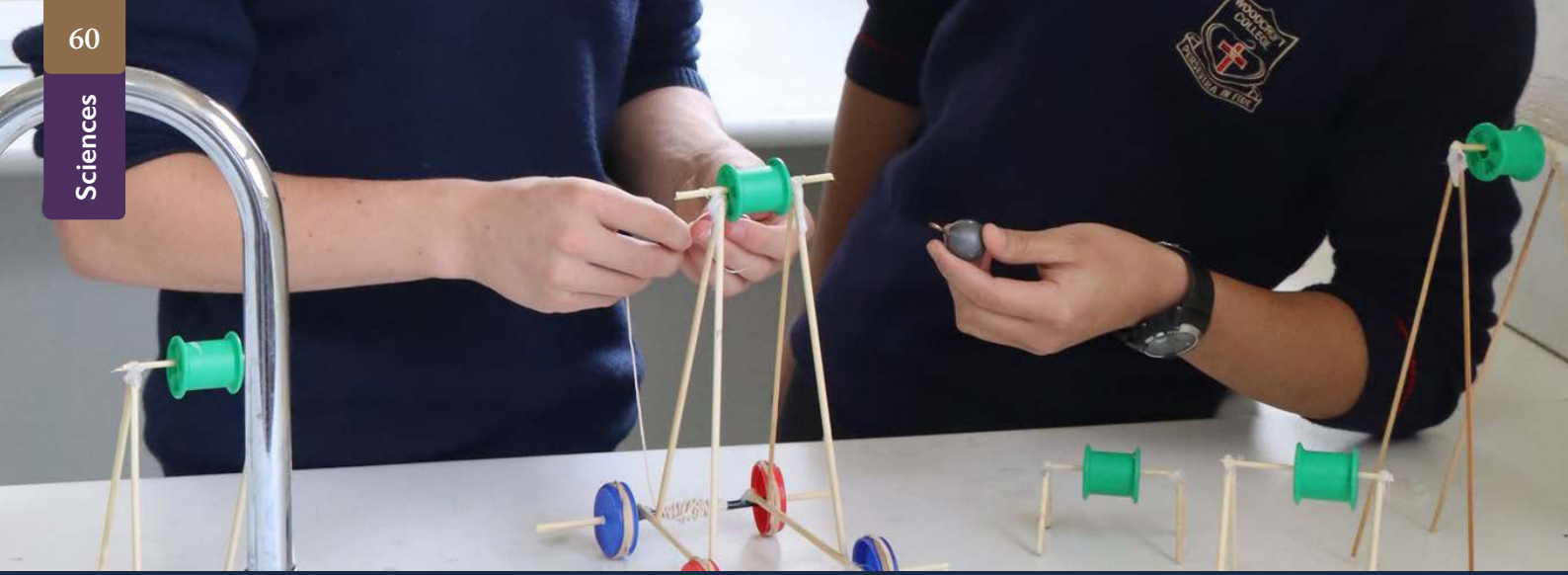
### Evidence of Learning

#### Internal Assessment

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

#### External Assessment

Assessment Type 3: Examination	30%
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## SACE Stage 2 Physics

<b>Faculty Area</b>	Sciences
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C- in a Stage 1 Physics

### Course Overview

The study of Physics offers opportunities for you to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena which can then be applied to traditional areas such as space exploration and engineering as well as modern uses in computer science and AI development.

### Content

- Motion and relativity
- Electricity and magnetism
- Light and atoms

### Evidence of Learning

#### Internal Assessment

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

#### External Assessment

Assessment Type 3: Examination	30%
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# SACE Stage 2 Psychology

<b>Faculty Area</b>	Sciences
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Grade C- in a Stage 1 Science, preferably Psychology

## Course Overview

The study of Psychology enables you to develop an understanding of your own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

## Content

- Psychology of the individual
- Psychological health and wellbeing
- Organisational psychology
- Social influence
- The psychology of learning

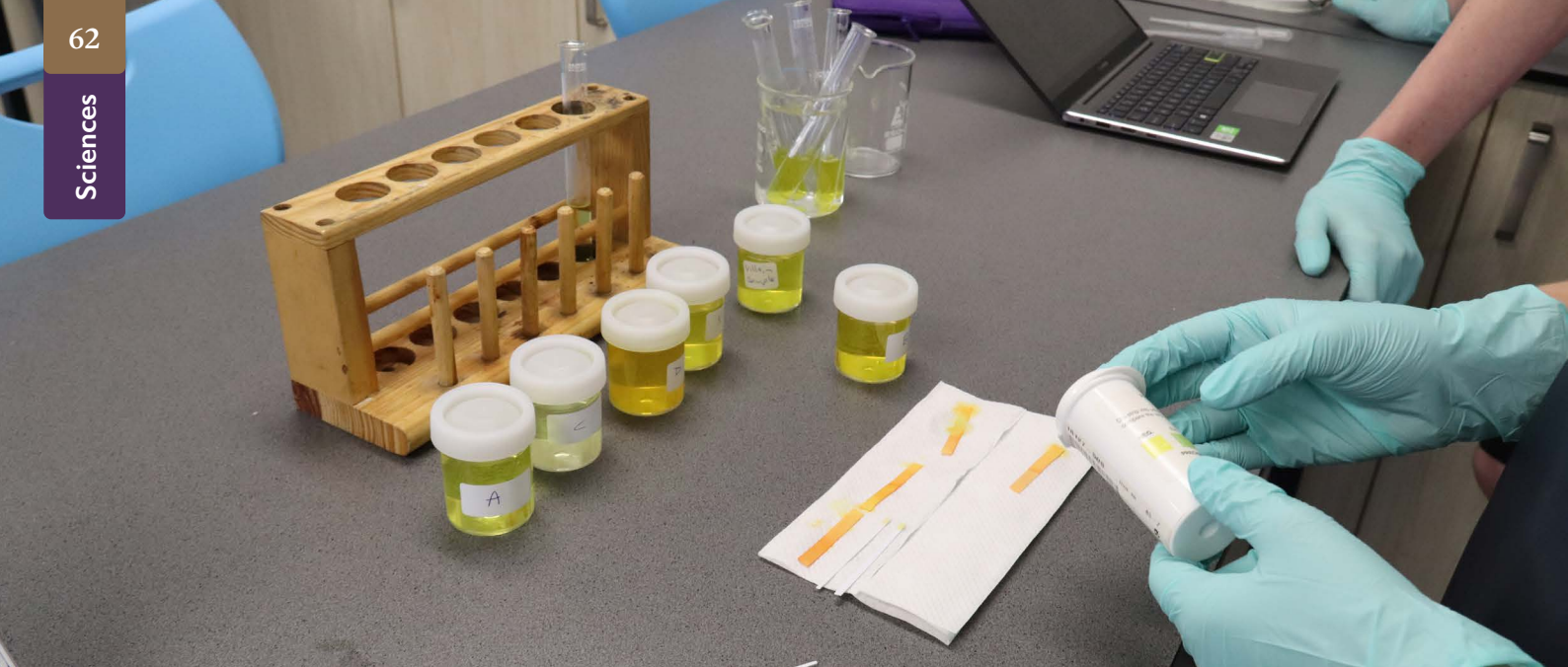
## Evidence of Learning

### *Internal Assessment*

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

### *External Assessment*

Assessment Type 3: Examination	30%
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## SACE Stage 2 Scientific Studies

<b>Faculty Area</b>	Sciences
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

Through Scientific Studies, you will develop knowledge of scientific principles which can then apply to other disciplines. The underpinning goal is to develop innovative and critical thinking skills through individual and collaborative inquiries. This is achieved by undertaking investigations, deconstructing problems to design investigations and developing knowledge of contemporary scientific issues.

### 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

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Inquiry Folio	50%
Assessment Type 2: Collaborative Inquiry	20%

#### External Assessment

Assessment Type 3: Individual Inquiry	30%
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# 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](mailto:mcvicar_s@woodcroft.sa.edu.au)





## SACE Stage 2 Creative Arts: Photography

<b>Faculty Area</b>	Visual Arts
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

The Creative Arts: Photography course develops a range of skills, techniques, knowledge and appreciation of photographs created through an approach to the photographic process. Working with your own personal themes, you will gain a 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 experimentation
- Researching and analysing digital imagery
- Comparing and drawing conclusions about different photographic artworks
- Creating connections with digital photographic work throughout the art making process
- Documenting practical work to demonstrate conceptual and technical understanding
- Developing and presenting ideas towards the creation of conclusive photographic work

### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Product Plus Practical Statement	50%
Assessment Type 2: Inquiry	20%

#### External Assessment

Assessment Type 3: Practical Skills	30%
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## SACE Stage 2 Visual Arts: Art

<b>Faculty Area</b>	Visual Arts
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

In Art, you will express your ideas through developing practical work using drawings, diagrams, photographs and digital art techniques which lead to resolved works of art. 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 cultural and historical and contemporary contexts. Art includes experimenting with 2D tools, materials and techniques including different types of drawing and painting media, printmaking techniques, as well as sculptural techniques in order to communicate concepts.

### 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

Assesment Type 1: Folio	40%
Assesment Type 2: Folio Practical Plus Practical Statement	30%

#### External Assessment

Assesment Type 3: Visual Study	30%
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## SACE Stage 2 Visual Arts: Design

<b>Faculty Area</b>	Visual Arts
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

In Design, you will express ideas through experimenting and developing practical work using drawings, sketches, diagrams, computer generated concepts, photographs and/or audio visual techniques leading to resolved designs. You will have opportunities to research, understand and reflect upon design works in cultural and historical and contemporary contexts. Areas of Design include graphic and communication design, environmental design, fashion, digital advertising and product design. It emphasises defining problem-solving approaches to communicate design solutions.

### Content

- Visual brainstorming
- Drawing and media experimentation
- Researching and analysing works of design
- 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 design works

### Evidence of Learning

#### Internal Assessment

Assesment Type 1: Folio	40%
Assesment Type 2: Practical Plus Practical Statement	30%

#### External Assessment

Assesment Type 3: Visual Study	30%
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# 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](mailto:batten_a@woodcroft.sa.edu.au)



## SACE Stage 1 or 2 VET Direct

<b>Faculty Area</b>	Vocational Education and Training
<b>Credits</b>	Up to 70 credits over Stage I 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.
<b>Prerequisites</b>	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>
<b>Status</b>	Elective

SACE and the Government of South Australia provide you with an increased capacity to include vocational training as part of your 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 I and 2 but can calculate toward Stage 2 and an ATAR.

Courses are funded by you; 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 your learning style and interest.

Please Note: If you are involved in Certificate 1 or 2 level vocational training in Year 12, you 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 2 Workplace Practices A & B

<b>Faculty Area</b>	Vocational Education and Training
<b>Credits</b>	20 (full year)
<b>Prerequisites</b>	Nil

### Course Overview

In Stage 2 Workplace Practices, you will have the opportunity to develop an understanding of the realities of the workplace, and/or entry level training. You will have opportunities to explore theoretical knowledge of work in Australian society as part of the changing nature of work, consider possible future patterns and impacts of reforms, technology and industries. You will develop interpersonal skills, confidence, and initiative toward finding employment while responding to current and historical context relating to how workplace relations legislation, policies, guidelines and procedures govern attitude and behaviours.

### Content

- **Industry and work knowledge:** You will research and apply understanding to topics including work as part of Australian labour markets, changing work conditions and how people work based on workers' rights and responsibilities.
- **Vocational learning:** You will use aspects of work routines and/or vocational training to develop and reflect on work issues, skills development, and preparation to transition into employment beyond school. Activities could involve planned work experience, casual employment, school-based traineeship, elite sport participation, individual carer responsibilities or enterprise.
- **Reflection:** You will respond to and evaluate your participation and development of work skills in a work role setting and in response to career planning.

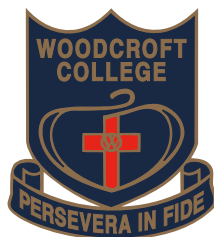
### Evidence of Learning

#### Internal Assessment

Assessment Type 1: Folio	25%
Assessment Type 2: Performance	25%
Assessment Type 3: Reflection	20%

#### External Assessment

Assessment Type 4: Investigation	30%
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**WOODCROFT COLLEGE**

**An Independent Coeducational Anglican ELC - Year 12 School**

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