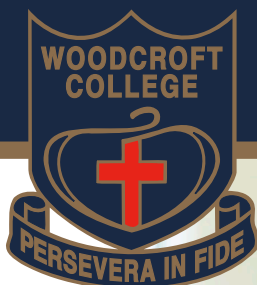


# YEAR 9 CURRICULUM GUIDE

## 2025



*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.

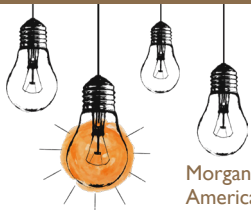
In short, we help our students *“Find Your Remarkable.”*

## 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.

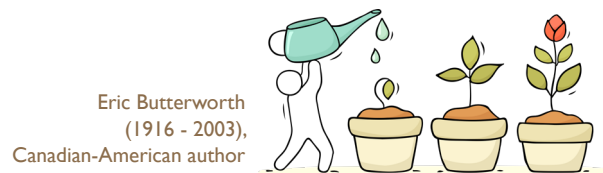
*“In a world of algorithms, hashtags and followers, know the true importance of human connection.”*

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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*We acknowledge the Kurna people as the Traditional Owners of the land on which we gather, honouring their deep, enduring connection to Country.*

*We pay our respects to their Elders, past and present, whose wisdom guides us in caring for this land. Committed to walking gently, we pledge to listen, learn, and grow together, fostering respect for the spiritual significance of this place.*

# INTRODUCTION

The Year 9 Curriculum Guide for 2024 has been prepared to acquaint students and parents with the subjects available for study at Woodcroft College and to enable them to plan a program of study tailored to each student's particular needs.

The Middle School Curriculum serves as a strong foundation in all learning areas and introduces students to a range of subjects they are able to pursue in later years. By exposing students to a wide breadth of subjects in Year 7, and then providing opportunities to select electives in Year 8 and 9, we aim to allow students to pursue areas of individual interest.

In the Middle Years we aim to instil a love of learning and to provide students with experiences where they can identify both their strengths and opportunities for growth as learners in supportive classroom communities.

At Woodcroft College we pride ourselves on the wide range of subjects offered and our ability to cater for a varied cohort of students. Students are encouraged to challenge themselves to develop new skills, follow their individual passions and revel in the academic rigor offered in all courses.

We make every effort to accommodate the elective subject choices of each student. However, it must be noted that:

- subject pre-requisites must be met in some courses
- a subject class will only run if there are sufficient students to make it viable
- some subjects will be taught at the same time in the timetable and thus, in a very small number of cases, the choice of subjects will be restricted

We hope that the information in this handbook will help students make informed choices and parents are invited to contact the school to speak to the appropriate person to answer any questions about the information in this handbook.

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## CONTACT

**Rachel McCall, Deputy Principal - Quality Learning and Teaching**  
*Email: [mccall\\_r@woodcroft.sa.edu.au](mailto:mccall_r@woodcroft.sa.edu.au)*

# A MESSAGE FROM THE MIDDLE YEARS CURRICULUM COORDINATOR

The Middle Years are often seen as a transitional time as students move from Primary School and look to prepare themselves for Senior School. At Woodcroft College our Middle School aims to not only prepare students for this next stage of their education journey, but also strives to give students a strong grounding in all learning areas.

Year 9, the final year of Middle School will see students being prepared for the challenges and opportunities of Senior School. Students will continue to build on their core subject knowledge while having more choice to follow areas of interest through their elective choices.

Students choose five semesters worth of elective subjects. In their choices students may pick a wide range of subjects so they continue to experience the breadth of the curriculum offered to them. Alternatively, students may have already identified areas of strength and passion and focus their subject choices to these areas.

Year 9 students continue to study a range of core subjects as shown in the diagram on the next page.



## CONTACT

Elyse O'Malley, Middle Years Curriculum Coordinator

*Email: [omalley\\_e@woodcroft.sa.edu.au](mailto:omalley_e@woodcroft.sa.edu.au)*

# SUBJECT OVERVIEW

## Full Year

English  
Maths  
Physical Education  
RAVE  
Science

## Semester

Geography  
Health and Wellbeing  
History  
Project

## Semester Electives

*(five units)*

Digital Technologies *(one unit)*  
Drama *(one or two units)*  
Food Technology *(one or two units)*  
Language *(two units)*  
*(German or Japanese)*

Music *(two units)*  
Robotics and Advanced  
Manufacturing *(one unit)*  
Textiles Technology  
*(one or two unit)*  
Visual Art *(one or two units)*

'That was Eddie,' he said. 'He knew how to do everything, even things he'd never done. Sometimes I got the feeling he'd lived before. I mean, supposedly everyone has lived before. At least that's what you believe if you're a Hindu or a Buddhist. But I sometimes wonder if Eddie didn't remember everything from his past lives.'

For a moment I debated telling Henry Hutchins about my experience with the old Jennonite witch-lady when I was a little boy. But the evening was wearing on, and I still had the ~~idea~~ drive back to Mannville to make that night.

'So what happened later? When you left I mean. With Sky and my dad?'

'Oh. Yes. You know, I don't remember that part too clearly. I'm sure that's what our grandfathers had, for Sky to have. They must have, for Sky to have. Our grandfather lived. Maybe they planned on getting together after the war. God, they would have been a beautiful couple.'

'So Eddie had her address?'

'I would think so.'

## Learning Areas

# DESIGN AND TECHNOLOGY

Year 7

Food Technology  
(Compulsory: Term)

Textiles Technology  
(Compulsory: Term)

Robotics and  
Advanced  
Manufacturing  
(Compulsory: Term)

Year 8

Food Technology  
(Elective: Semester)

Textiles Technology  
(Elective: Semester)

Robotics and  
Advanced  
Manufacturing  
(Elective: Semester)

Year 9

Food Technology  
(Elective: Semester or  
Full Year)

Textiles Technology  
(Elective: Semester or  
Full Year)

Robotics and  
Advanced  
Manufacturing  
(Elective: Semester)

---

## 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)



## Year 10

## Year 11

## Year 12

Semester 1	Semester 2	Semester 1	Semester 2	Full Year
Food Technology A	Food Technology B	Food and Hospitality A	Food and Hospitality B	Food and Hospitality
Textiles Technology A	Textiles Technology B	Material Solutions - Clothing and Textiles A	Material Solutions - Clothing and Textiles B	Material Solutions - Clothing and Textiles
Child Studies A	Child Studies B	Child Studies A	Child Studies B	Child Studies
Advanced Manufacturing A	Advanced Manufacturing B	Advanced Manufacturing A	Advanced Manufacturing B	Advanced Manufacturing
Robotics and Electronic Systems A	Robotics and Electronic Systems B	Robotics and Electronic Systems A	Robotics and Electronic Systems B	Robotics and Electronic Systems
Digital Communication Solutions - Architectural Design A	Digital Communication Solutions - Architectural Design A	Digital Communication Solutions - Architectural Design A	Digital Communication Solutions - Architectural Design A	<i>Possible introduction of Stage 2 in 2026</i>



## FOOD TECHNOLOGY

<b>Faculty Area</b>	Home Economics
<b>Length of Course</b>	Semester or full year
<b>Status</b>	Elective

### Overview

Year 9 Food Technology explores concepts that underpin sustainable cooking practices (composting and recycling), inclusive foods for society and nutritional considerations.

You will work independently and collaboratively to design and create a variety of sweet and savoury products, utilising a range of cooking techniques, creativity, problem-solving and reflecting.

You will apply design cycle concepts to investigate, design, create and evaluate products.

### Content *(dependent on semester)*

- Dietary needs
- Recipe adaptations
- Nutritional and seasonal considerations
- Food trucks
- Mystery box
- Quest camp preparation
- Cultural foods

### Evidence of Learning

- Practical activities
- Investigation and research tasks
- Designing (sketches, annotated images)
- Planning practicals (food ordering, time plans)
- Analysing and evaluating products and processes

# ROBOTICS AND ADVANCED MANUFACTURING

<b>Faculty Area</b>	Innovative Technologies
<b>Length of Course</b>	Semester
<b>Status</b>	Elective

*Note: 10 weeks is focused on Robotics and Electronics and 10 weeks focused on Advanced Manufacturing*

## Overview

Year 9 Robotics and Advanced manufacturing will challenge you to problem-solve, collaborate in teams, design, create and test as you participate in a range of design challenges. You will get the opportunity to design and build robots, learn about internet connected devices (IOT), develop your Computer Aided Design (CAD) skills and create products using laser cutting technology along with tools and machinery in the workshop.

## Content

- Testing sensors, actuators and engineering concepts through VEX robotics challenges
- Electronics, microcontrollers and internet connected devices (IOT)
- Smart lamp challenge
- Computer Aided Design (CAD)
- Computer aided manufacture (CAM) using laser cutting technology
- Workshop safety, tools and equipment

## Evidence of Learning

- Practical activities
- Investigation and research tasks
- Designing (sketches, CAD, annotated images)

# TEXTILES TECHNOLOGY

<b>Faculty Area</b>	Home Economics
<b>Length of Course</b>	One semester
<b>Status</b>	Elective

## Overview

Year 9 Textiles Technology explores garment construction, with a focus on purpose, function, and aesthetics.

You will explore a range of construction techniques to enable designing and creating products with refinement and with an understanding of fabric suitability. You will be encouraged to apply creative thinking strategies, problem-solving, risk-taking and reflection skills.

You will apply design cycle concepts to investigate, design, create and evaluate products.

## Content

- Intermediate garment construction techniques
- Fabric properties: Working with woven and stretch fabrics
- Textiles sustainability: Environmental considerations, upcycling, recycling
- Designing products with purpose, function and aesthetics
- Indigenous Weaving: History, culture and techniques (including Aboriginal and Torres Strait Islander cultures)
- Textile projects may include (but not limited to) jumpers, beanies, aprons, as well as a self directed project

*NB: Content dependent on semester*

## Evidence of Learning

- Practical activities
- Investigation and research tasks
- Designing (sketches, annotated images and computer generated designs)
- Analysing and evaluating products and processes



# DIGITAL TECHNOLOGIES

Year 7

Digital Technologies  
(Compulsory: Term)

Year 8

Digital Technologies  
(Elective: Semester)

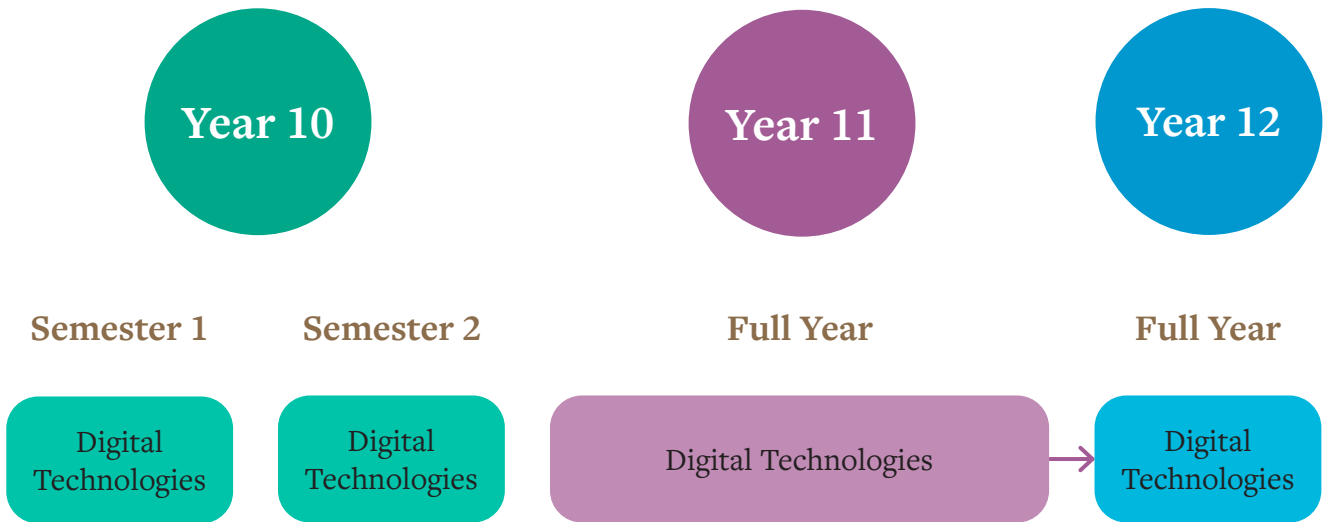
Year 9

Digital Technologies  
(Elective: Semester)

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## HEAD OF FACULTY

Alex Ditrich, Acting Head of Digital Technologies  
Email: [ditrich\\_a@woodcroft.sa.edu.au](mailto:ditrich_a@woodcroft.sa.edu.au)



# DIGITAL TECHNOLOGIES

<b>Faculty Area</b>	Digital Technologies
<b>Length of Course</b>	Semester
<b>Status</b>	Elective

## Overview

In Year 9 Digital Technologies you will develop your understanding and skills in computational thinking. You will progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements.

## Content

- Hardware and software components in networked systems and how these are used to manage, control and secure the movement of data
- Investigation of quantitative and qualitative data that can be collected in ethical ways and how this data is used to determine patterns and trends
- Design a user experience of a digital system by evaluating alternative designs against criteria including functionality, and usability
- Develop and modify applications using an object-oriented programming language, applying selected algorithms and data structures
- Investigation and development of a range of interactive solutions for sharing ideas and information online, considering safety, security, social and legal contexts

## Evidence of Learning

- Multi-modal presentations
- Practical participation in course work
- Application design, development & evaluation





# ENGLISH

Year 7

English  
(Compulsory: Full Year)

Drama  
(Compulsory: Term)

Year 8

English  
(Compulsory: Full Year)

Drama  
(Elective: Semester)

Year 9

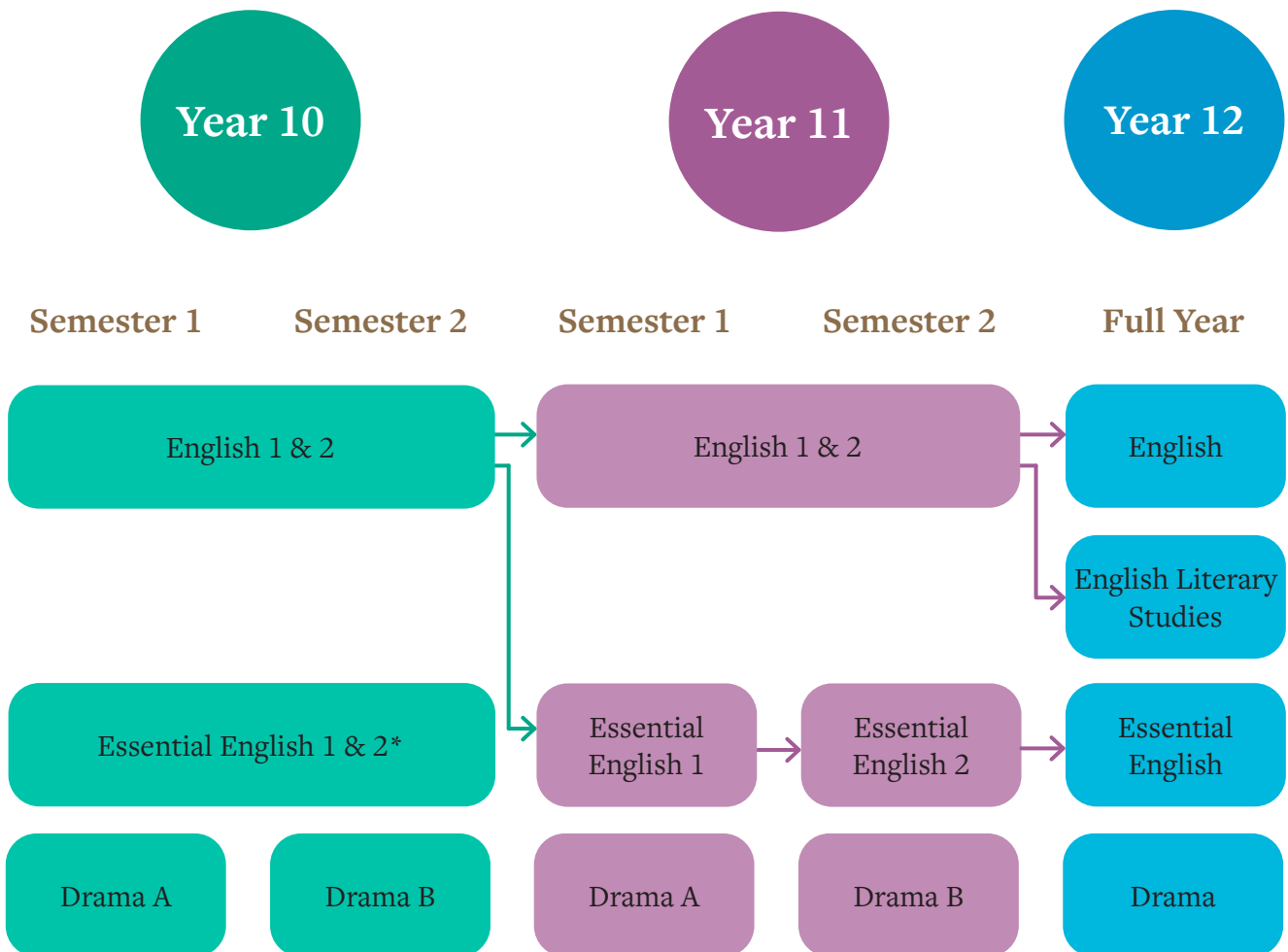
English  
(Compulsory: Full Year)

Drama  
(Elective: Semester or Full Year)

---

## HEAD OF FACULTY

Sara Papailiou, Head of English  
Email: [papailiou\\_s@woodcroft.sa.edu.au](mailto:papailiou_s@woodcroft.sa.edu.au)



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

# ENGLISH

Faculty Area	English
Length of Course	Full year
Status	Compulsory

## Overview

In Year 9 English, you will explore a range of written, visual and oral texts around the theme of *Displacement* and *Culture*. Your analytical skills will continue to develop as you explore single text and comparative text analyses in both structured and creative forms.

## Content

- Novel and poetry studies – cultural displacement
- Comparative studies
- Writing folio and transformation
- Oral and drama presentations – *Shakespeare*
- Multimodal text study – refugee perspectives

## Evidence of Learning

- Writing folio
- Oral presentations
- Single text and comparative text essays
- Timed response to texts and questions
- Drama presentations
- Creative response

# DRAMA

<b>Faculty Area</b>	English
<b>Length of Course</b>	Semester or full year
<b>Status</b>	Elective

## Overview

In Drama, you will be introduced to a range of dramatic styles and practitioners to further familiarise yourselves with theatre as a vehicle to tell stories and create culture. You will develop physical and vocal skill-sets, and expand your vocabulary of theatre-specific terminology.

## Content

- The two semesters each cover similar basic concepts, yet these are applied in contexts differentiated by genre and mode
- Musical theatre study features as a conduit to learning around vocal control, projection, ensemble culture, choreography and blocking, etc
- Selections of world theatre, such as *Suzuki* and *Butoh* styles, are examined, especially with relation to features of design, ie. make-up, staging, set design, music and lighting
- Fundamentals of improvisation and physical theatre are revisited, employed as devising tools within the context of Commedia dell'Arte

## Evidence of Learning

- Assessment of practical skills: Final performance and process-based assessment of rehearsal and devising
- Reflective process journals
- Written and multimodal reviews of live theatre

# HEALTH AND WELLBEING

Year 7

Health and Wellbeing  
(Compulsory: Full Year)

Year 8

Health and Wellbeing  
(Compulsory: Full Year)

Year 9

Health and Wellbeing  
(Compulsory: Semester)

---

## 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)

Year 10

Year 11

Year 12

Semester 1

Semester 2

Semester 1

Semester 2

Full Year

Health and  
Wellbeing A

Health and  
Wellbeing B

Health and  
Wellbeing A

Health and  
Wellbeing B

Health and  
Wellbeing

Integrated Learning  
- Sport and Health

Integrated  
Learning - Sport  
and Health

# HEALTH AND WELLBEING

<b>Faculty Area</b>	Health and Wellbeing
<b>Length of Course</b>	Semester
<b>Status</b>	Compulsory

## Overview

In Health and Wellbeing, you will develop your knowledge, understanding and skills, to build resilience, develop a strong sense of self, build and maintain respectful relationships, and make positive decisions in relation to health and wellbeing.

You will undertake a range of activities and tasks (independently or in small groups) to investigate strategies and practices to make informed decisions to become ‘agents of change’ in your own and others’ health and wellbeing.

## Content

In Year 9, learning and activities are generally covered under various health aspects:

- Social health: Selflessness, being responsible and Quest preparation
- Physical health: Sexuality, responsible and respectful choices and behaviours
- Personal safety: Within the community and in relationships
- Lifestyle health: Goal setting, planning for the future, mindfulness and self-compassion

## Evidence of Learning

- Oral/multimodal presentations
- Investigation tasks
- Practical activities and engagement
- Reflection activities





# HUMANITIES

Year 7

Geography  
(Compulsory: Semester)

History  
(Compulsory: Semester)

Year 8

Geography  
(Compulsory: Semester)

History  
(Compulsory: Semester)

Year 9

Geography  
(Compulsory: Semester)

History  
(Compulsory: Semester)

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## HEAD OF FACULTY

Matt Ellis, Head of Humanities  
Email: [ellis\\_ma@woodcroft.sa.edu.au](mailto:ellis_ma@woodcroft.sa.edu.au)

## Year 10

## Year 11

## Year 12

### Semester 1

### Semester 2

### Semester 1

### Semester 2

### Full Year

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

Ancient  
Studies A

Ancient  
Studies B

Ancient  
Studies

Business  
Innovation A

Business  
Innovation B

Business  
Innovation

Legal Studies A

Legal Studies B

Legal Studies

Economics A

Economics B

Economics

Philosophy A

Philosophy A

Philosophy

Who Will Rule  
The World? A

Who Will Rule  
The World? A

# GEOGRAPHY

<b>Faculty Area</b>	Humanities
<b>Length of Course</b>	Semester
<b>Status</b>	Compulsory

## Overview

Geography allows you to explore the biotic environment and its role in food production and food security, drawing on global examples to examine the ways in which humans have impacted the environment. You will investigate how people across the world are interconnected through international travel and tourism, through a fieldwork study of Glenelg, as well as through trade and technology, with a focus on the role of multinational companies.

## Content

- The distribution and characteristics of the world's biomes
- The impacts of human alterations to biomes, to produce food
- Sustainable solutions to feeding the world's future population
- The ways that the world is interconnected through transport, technology, and trade
- The impacts of people's travel, recreation, leisure, and tourism on places, including Glenelg

## Evidence of Learning

- Fieldwork report
- Research inquiry
- Infographics

# HISTORY

<b>Faculty Area</b>	Humanities
<b>Length of Course</b>	Semester
<b>Status</b>	Compulsory

## Overview

Year 9 History provides a study of the making of the modern world from 1750 to 1918. You will learn the importance of the Industrial Revolution and its impacts, including empire and migration, the political formation of a federated Australia and the causes, course and consequences of World War I, 1914–1918, the 'War to end all Wars'.

## Content

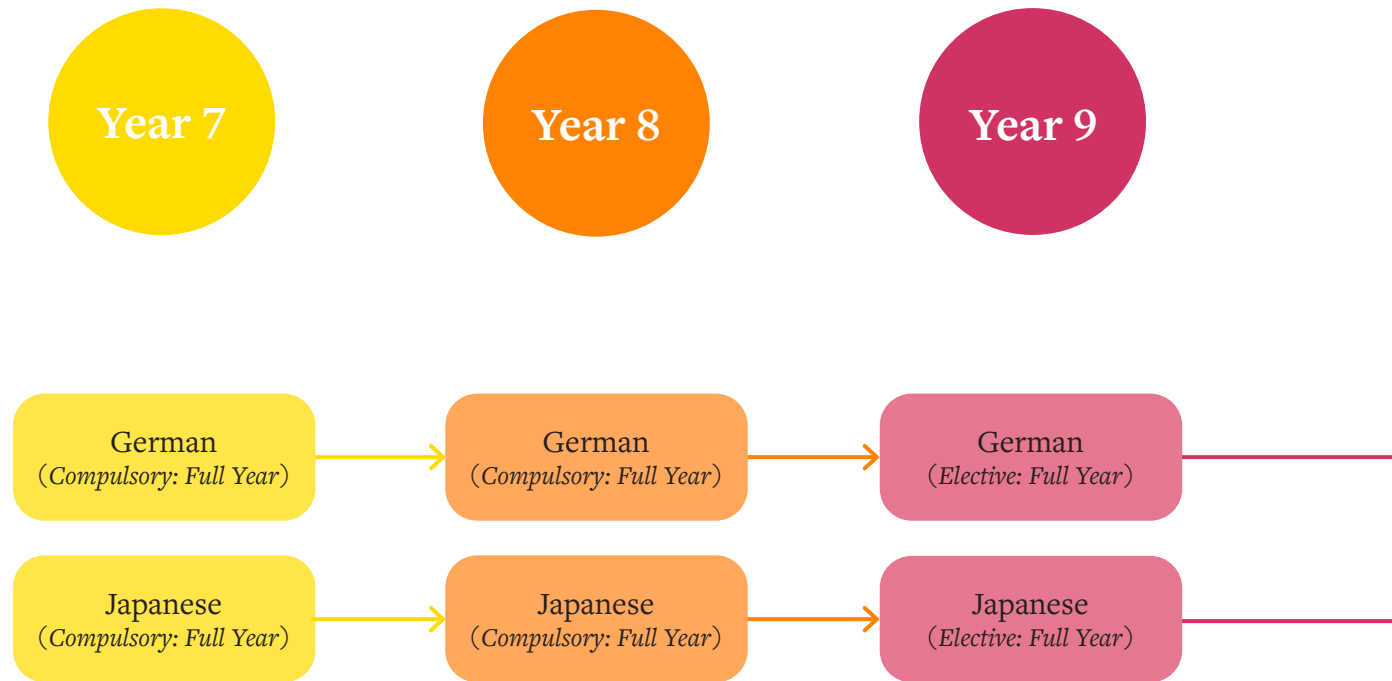
- Important features of the 'making of the modern world' (1750 – 1918)
- The significance of the Industrial Revolution (1750 – 1914), including within Australia
- The Federation of Australia, including key people, events and laws made by federal Parliament
- Causes, course and consequences of World War I and the Australian experience of the war
- The nature of warfare during World War I and the wide-ranging impact of the war

## Evidence of Learning

- Research investigation
- Essay
- Sources analysis



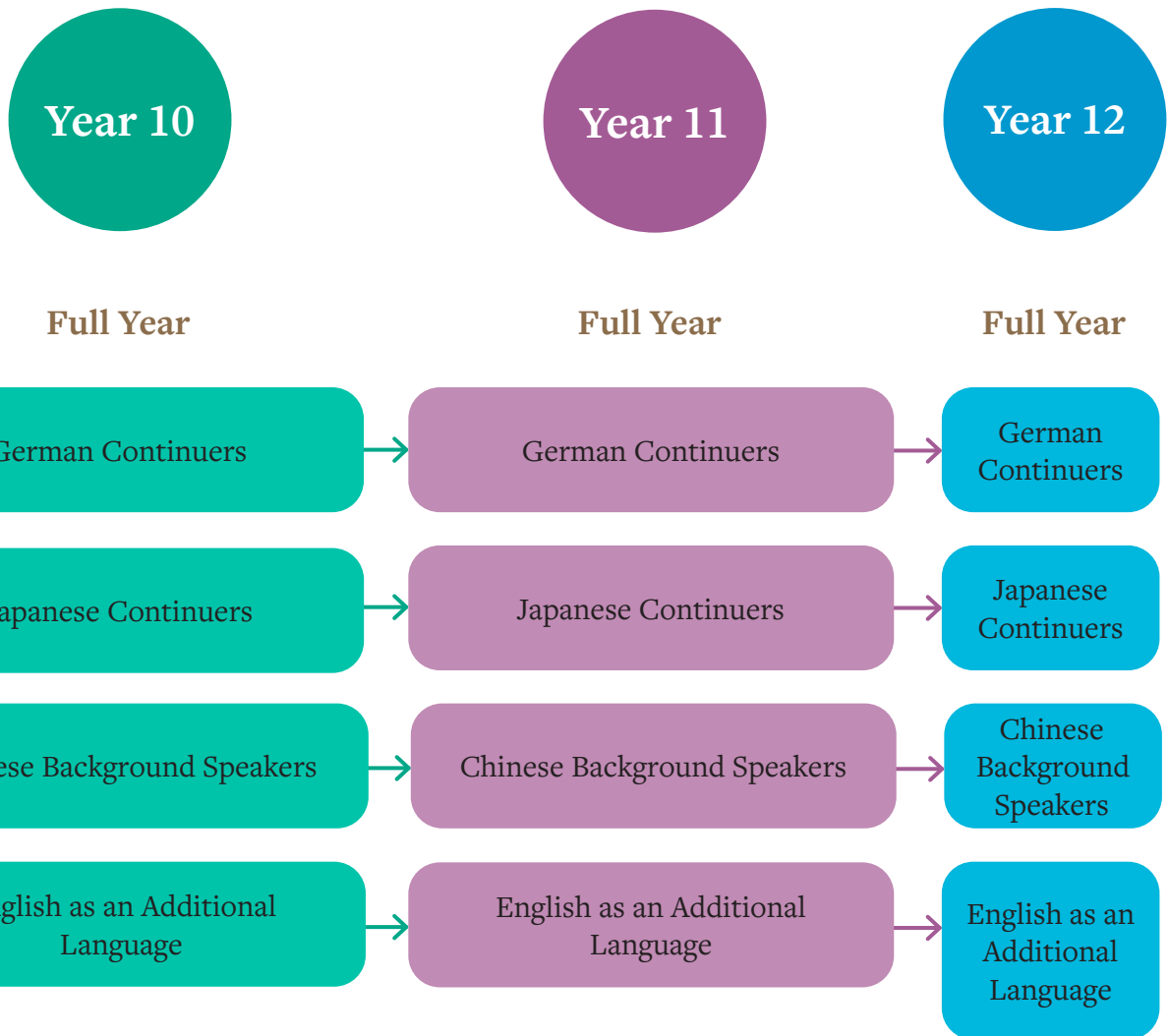
# LANGUAGES



*\*It is compulsory for you to study a language in Year 7 and 8. Year 9 is a continuers course, therefore if you choose this elective, you must choose the same language studied in Year 7 and 8.*

## HEAD OF FACULTY

Callum Bell, Head of Languages  
 Email: [bell\\_c@woodcroft.sa.edu.au](mailto:bell_c@woodcroft.sa.edu.au)



# GERMAN

<b>Faculty Area</b>	Languages
<b>Length of Course</b>	Full year
<b>Status</b>	Elective ( <i>if continuing, you will choose the same language studied in Years 7 and 8</i> )

## Overview

In German you will continue to broaden your language skills to communicate in the language in a variety of different contexts. You will enhance your reading and writing and your listening and speaking skills and demonstrate your new-found knowledge in a range of tasks. You will continue to learn about Germany's fascinating history and culture.

## Content

- We love animals: Pets, pet hotels and zoos
- Happy Birthday: Birthday traditions, giving presents and music
- At home: Housing, lifestyle and housework
- See you soon: Souvenirs, directions and farewells

## Evidence of Learning

- Comprehension tasks
- Written tasks
- Speaking tasks
- Cultural projects

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# JAPANESE

<b>Faculty Area</b>	Languages
<b>Length of Course</b>	Full year
<b>Status</b>	Elective ( <i>if continuing, you will choose the same language studied in Years 7 and 8</i> )

## Overview

In Japanese you will continue to broaden your language skills to communicate in the language in a variety of different contexts. With your new-found language comprehension and production skills you will engage in a variety of tasks designed to challenge and extend you. You will continue to learn about Japan's fascinating history and culture.

## Content

- Consolidate reading and writing in the Hiragana script
- Develop reading and writing in the Katakana script
- Learn Kanji for the topics of friends, daily routines, and Australia
- Communicate about friends and daily routines

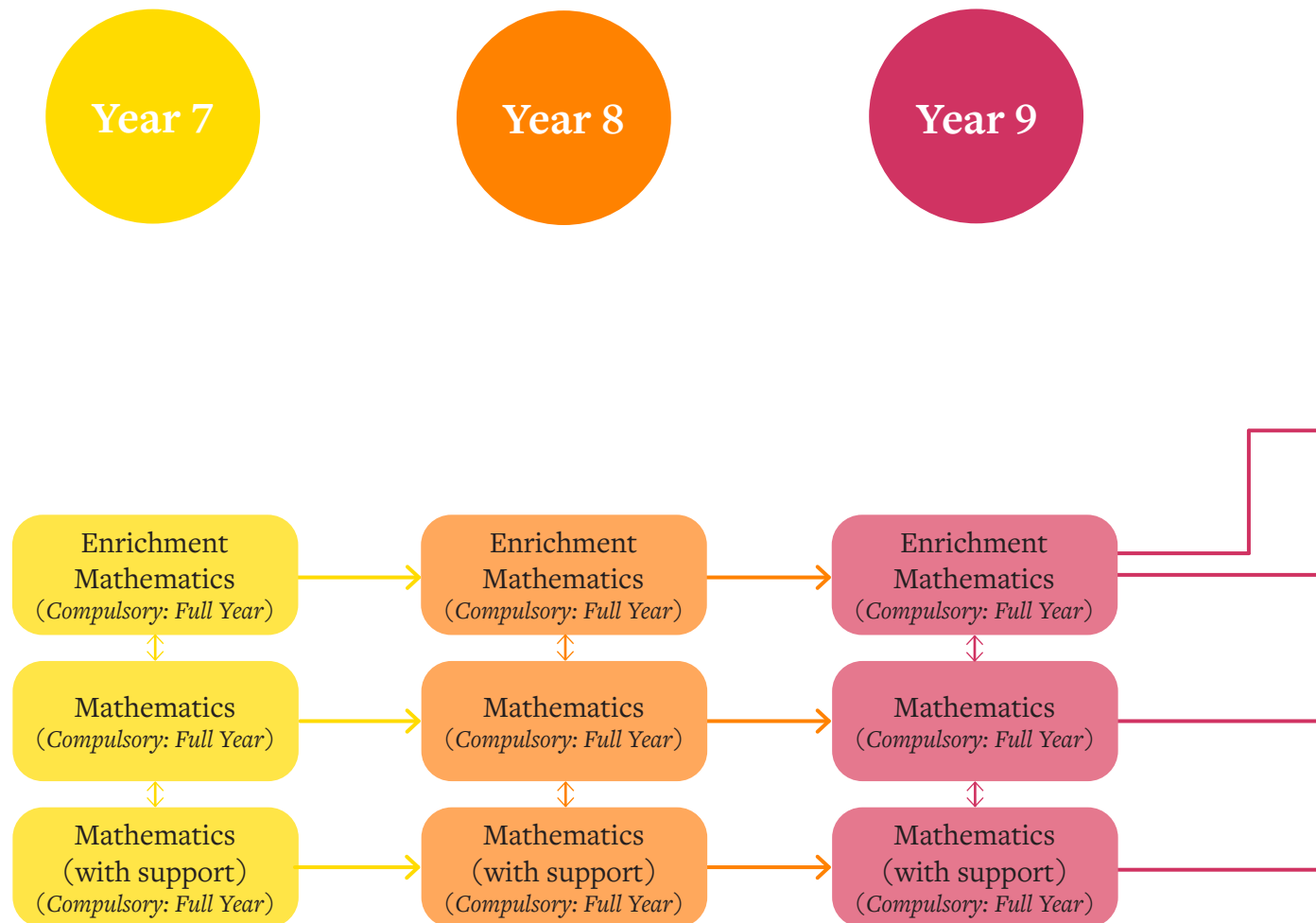
## Evidence of Learning

- Comprehension tasks
- Written tasks
- Speaking tasks
- Cultural projects





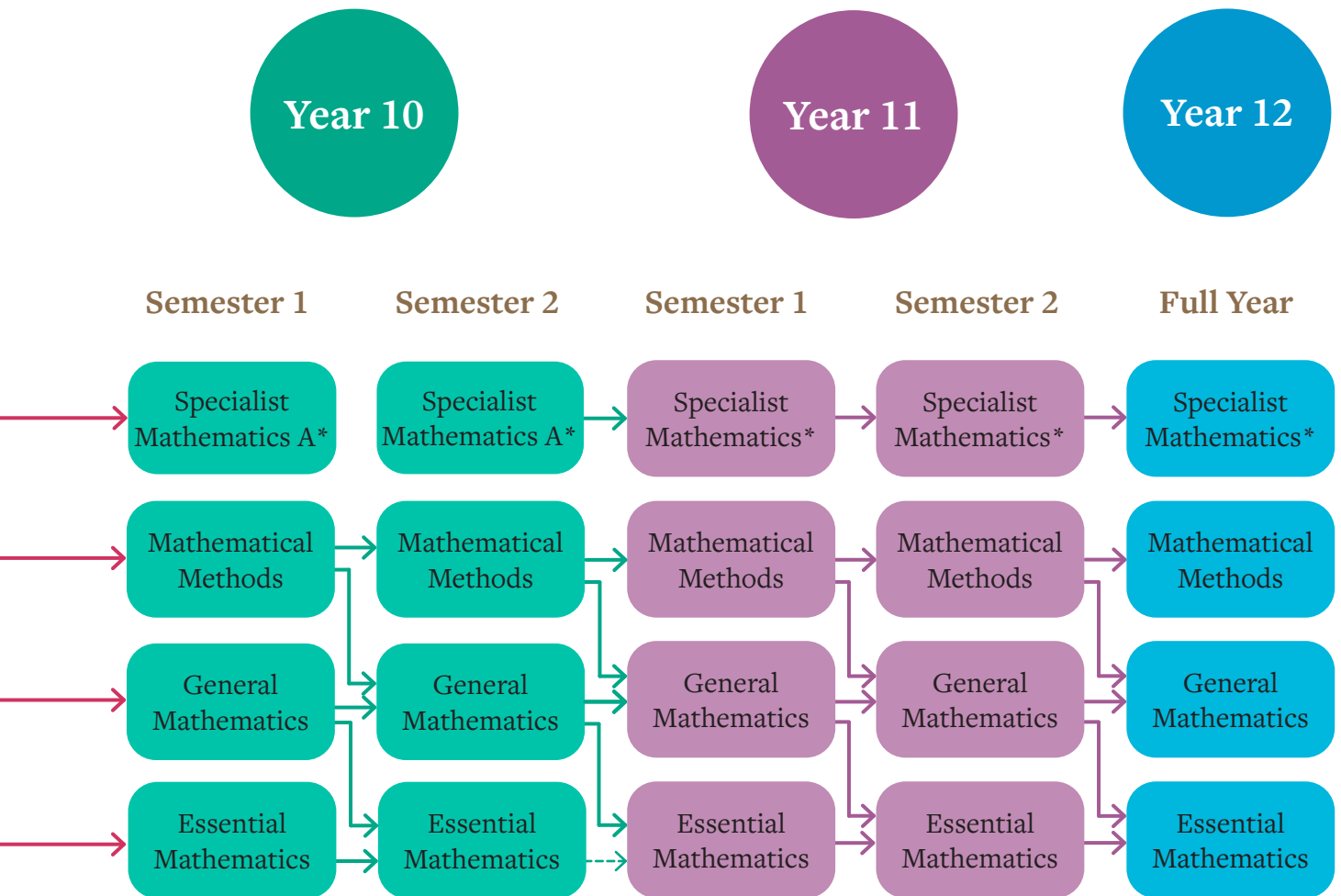
# MATHEMATICS



*\*It is compulsory for you to study one level of Mathematics in Years 7 to 9.*

## HEAD OF FACULTY

Naomi Belgrade, Head of Mathematics  
 Email: [belgrade\\_n@woodcroft.sa.edu.au](mailto:belgrade_n@woodcroft.sa.edu.au)



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

# MATHEMATICS

<b>Faculty Area</b>	Mathematics
<b>Length of Course</b>	Full year
<b>Status</b>	Compulsory

## Overview

Mathematics classes are grouped into three levels\*. At the end of each term, you may ask to be moved to a class being taught at a more accelerated level, if you are struggling you may ask to be moved to a class more suited to your pace of learning. All classes are learning the same content, but to a different depth.

The three levels of Mathematics offered are:

### *Enrichment Mathematics*

You will extend your algebraic thinking and abstract reasoning with an emphasis on fluency, problem-solving, and patterning in Mathematics.

### *Mathematics*

You will develop mathematical competency and fluency in using mathematics with a focus on reasoning and problem-solving in Mathematics.

### *Mathematics (with support)*

You will develop mathematical competency and confidence in the basic skills of the Australian Curriculum, consolidating your mathematical skills in ways that apply to practical problem-solving in everyday contexts.

\* Due to restrictions on class sizes, placement will be based upon your preferences and teacher recommendations.

## Content

- Exponents
- Pythagoras' theorem and trigonometry
- Measurement
- Expanding and factorising
- Linear functions
- Congruence and similarity
- Statistics and probability

## Evidence of Learning

- Tests
- Investigations



# MUSIC

Year 7

Music  
(Compulsory: Term)

Year 8

Music  
(Elective: Semester)

Year 9

Music  
(Elective: Full Year)

- Instrumental tuition and participation in at least one College ensemble is optional in Year 7 and 8.
- Instrumental tuition and participation in at least one College ensemble is compulsory in Year 9 and above.

---

## HEAD OF FACULTY

Reneé McCarthy, Director of Music  
Email: [mccarthy\\_r@woodcroft.sa.edu.au](mailto:mccarthy_r@woodcroft.sa.edu.au)

Year 10

Full Year

Music

Year 11

Full Year

Music Advanced  
(Performance Specialisation)

Music Advanced  
(Composition Specialisation)

Year 12

Full Year

Music Performance  
- Ensemble  
Music Performance  
- Solo

Music  
Explorations  
(Composition  
Focus)

# MUSIC

<b>Faculty Area</b>	Music
<b>Length of Course</b>	Full year
<b>Status</b>	Elective

*Note: Instrumental tuition and participation in a College ensemble are compulsory to study Year 9 Music.*

## Overview

Music aims to develop your skills as a musician, as you learn to perform as a soloist and member of a class band, learning a variety of repertoire and performing together at Showcase. You will learn to read, notate, and compose music along with extending your practical skills and techniques on a musical instrument of your choice.

## Content

- Performance skills: Develop skills as a soloist, working one-on-one with an Instrumental teacher to develop technical control and expressive skills on an instrument of your choice.
- Class Band: Collaborate with your peers and learn ensemble skills in your class band which includes a class performance at Showcase at the Hopgood Theatre.
- Music appreciation: Music opens pathways to creative thinking and sharpens our ability to listen. Music has always been a reflection of society, culture, and history. Learn about the impact of music (for example: Lin-Manuel Miranda's rap musical *Hamilton*) and how hip-hop, folk, classical music and rap draw on current events for inspiration.
- Styles of music: Learn how musicians work in specific styles to communicate ideas and interact with audiences through their music (analysis).
- Compose: Learn to read and notate music and write your own song or piece of music (notation/aural/theory).

## Evidence of Learning

- Group performance
- Solo performance
- Theory and aural assessments
- Multi-modal presentation on your journey as a musician





# PHYSICAL EDUCATION

Year 7

Physical Education  
(Compulsory: Full Year)

Year 8

Physical Education  
(Compulsory: Full Year)

Year 9

Physical Education  
(Compulsory: Full Year)

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## HEAD OF FACULTY

Ben Woodhouse, Head of Physical Education  
Email: [woodhouse\\_b@woodcroft.sa.edu.au](mailto:woodhouse_b@woodcroft.sa.edu.au)

Year 10

Year 11

Year 12

Semester 1

Semester 2

Semester 1

Semester 2

Full Year

Physical Education

Physical Education A

Physical Education B

Physical Education

Specialist Physical Education A

Specialist Physical Education B

# PHYSICAL EDUCATION

<b>Faculty Area</b>	Physical Education
<b>Length of Course</b>	Full year
<b>Status</b>	Compulsory

## Overview

You will continue to develop your understanding of the strategies and concepts you need to improve your performance. One of the main aims of PE in Year 9 is preparing you for Quest by building your collaboration skills and fitness levels.

## Content

- Gymnastics
- Self defence
- Multi sports
- Invasion games
- Fitness

## Evidence of Learning

- Practical application of skills
- Personal reflection of learning
- Collaboration and leadership



# RELIGIOUS AND VALUED EDUCATION (RAVE)

Year 7

RAVE  
(Compulsory: Full Year)

Year 8

RAVE  
(Compulsory: Full Year)

Year 9

RAVE  
(Compulsory: Full Year)

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## HEAD OF FACULTY

Marty Fox, Head of RAVE  
Email: [fox\\_m@woodcroft.sa.edu.au](mailto:fox_m@woodcroft.sa.edu.au)



**Year 10**

**Semester 1**

**Semester 2**



**Year 11**

**Semester 1**

**Semester 2**



**Year 12**

**Full Year**

**Spiritualities, Religion and Meaning  
(RAVE)**

# RELIGIOUS AND VALUES EDUCATION

<b>Faculty Area</b>	Religious and Values Education (RAVE)
<b>Length of Course</b>	Full year
<b>Status</b>	Compulsory

## Overview

The study of Religion and Values is vital in helping you to develop and build character as per the teaching of Jesus Christ. You are encouraged to think critically about beliefs, both personally and in a wider context. The course approaches concepts of faith from an Anglican Christian perspective.

## Content

- Inclusiveness
- Character Development
- Service
- Faith
- Reason
- Worship

## Evidence of Learning

- Group projects
- Oral presentations
- Multimedia presentations
- Involvement in discussions and class activities
- Reflections
- Written responses





# SCIENCES

Year 7

Year 8

Year 9

Science  
(Compulsory: Full Year)

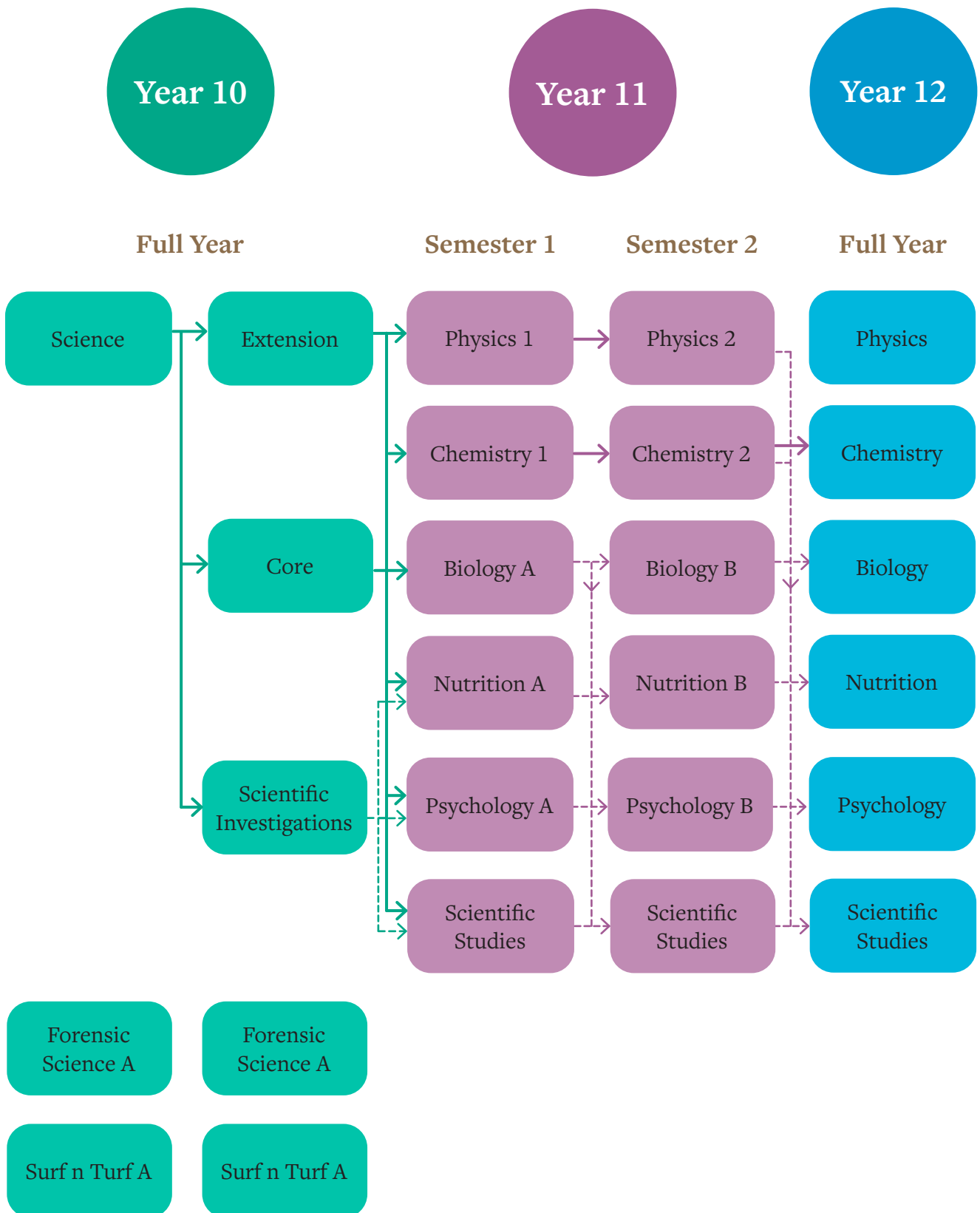
Science  
(Compulsory: Full Year)

Science  
(Compulsory: Full Year)

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## HEAD OF FACULTY

Suneel Kookana, Head of Science  
Email: [kookana\\_s@woodcroft.sa.edu.au](mailto:kookana_s@woodcroft.sa.edu.au)



# SCIENCE

<b>Faculty Area</b>	Sciences
<b>Length of Course</b>	Full year
<b>Status</b>	Compulsory

## Overview

Science allows you to examine the natural world by questioning cause and effect relationships, predicting the effect of changes and then undertaking investigations to expand your knowledge and challenge your assumptions.

## Content

- The body's response to its environment: Analyse how biological systems in organisms function and respond to changes with reference to interdependences between systems.
- Atomic structure and stability: Explain atomic structure and natural radioactivity in terms of atoms.
- Energy transfer system: Describe models of energy transfer and apply these to explain phenomena.
- Chemical reactions and atomic change: Justify chemical processes in the terms of energy transfers and describe examples of important chemical reactions.
- Geological systems: Explain global features and events in terms of geological processes and timescales.
- Ecosystems: Analyse how environmental biological systems function and respond to external changes with reference to interdependencies, energy transfers and flow of matter.

## Evidence of Learning

- Practical investigations
- Science as a human endeavour tasks
- Tests



# VISUAL ARTS

Year 7



Visual Arts  
(Compulsory: Term)



Year 8



Visual Arts  
(Elective: Semester)



Year 9



Visual Arts  
(Elective: Semester or  
Full Year)



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## HEAD OF FACULTY

Skye McVicar, Head of Art  
Email: [mcvicar\\_s@woodcroft.sa.edu.au](mailto:mcvicar_s@woodcroft.sa.edu.au)

Year 10

Year 11

Year 12

Semester 1

Semester 2

Semester 1

Semester 2

Full Year

Visual Arts A

Visual Arts B

Visual Arts:  
Art A

Visual Arts:  
Art B

Visual Arts: Art

Design A

Design B

Visual Arts:  
Design A

Visual Arts:  
Design B

Visual Arts:  
Design

Photography A

Photography B

Creative Arts  
Photography A

Creative Arts  
Photography B

Creative Arts  
Photography

# VISUAL ARTS

<b>Faculty Area</b>	Visual Arts
<b>Length of Course</b>	Semester or full year
<b>Status</b>	Elective

## Overview

Throughout this course you will complete a Folio which documents your journey as an artist and demonstrates your technical development in the practical component of Visual Arts in Year 9. Looking at the art of cultural awareness you will explore how artists are keen storytellers. You will demonstrate a deep understanding of how different forms of art are used to communicate ideas. You will consider how proportion, scale, composition and colour are developed within a work of art. You will analyse how other artists from different times, places and cultures can influence your own art making practice. You will evaluate this working process and how the connections between different techniques and practices evolve over time.

## Content

- Drawing
- Painting
- Printmaking
- Sculpture

## Evidence of Learning

- Drawing and different media experimentation
- Researching and analysing art works
- Creating connections with works of art throughout the art making process
- Developing and documenting practical work and ideas within a Folio
- The creation of conclusive works of art





# PROJECT

<b>Length of Course</b>	Two lessons per week for one semester
<b>Status</b>	Compulsory

## Overview

The Project subject has been included in the Middle Years curriculum to provide you with the opportunity to follow an area of personal interest and engage in project-based learning. It will enable you to make links between aspects of your life, learning about yourself and your capabilities.

## Content

- An initial period of guided collaborative research on enterprise will be followed by you identifying a real-world opportunity which interests you.
- You will research, design and develop a solution to a problem.
- The College Guiding Principles of Community, Growth, Agency, Creativity and Future Focused are at the core of this subject and you will be able to identify which Principle you will focus your project on.
- You may work in groups or as individuals.
- You will be part of an expo presentation where you are given the opportunity to showcase your learning.

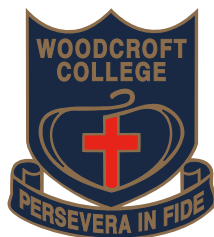
## Evidence of Learning

You will have your achievements recognised against the capabilities of Communication and Agency.

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## CONTACT

Elyse O'Malley, Middle Years Curriculum Coordinator  
 Email: [omalley\\_e@woodcroft.sa.edu.au](mailto:omalley_e@woodcroft.sa.edu.au)



**WOODCROFT COLLEGE**

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

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