

# Year 8 Curriculum Guide

2026



## 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."*

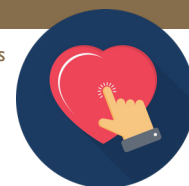
### Real Connection

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.

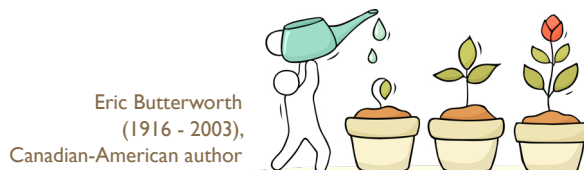
*"In a world of algorithms, hashtags and followers, know the true importance of human connection."*

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



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



**GROWTH**  
Our community enables us to grow and flourish together.



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



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



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

# TABLE OF CONTENTS

## General Information

4	Introduction
5	A Message from the Middle Years Curriculum Coordinator
6	Subject Overview

## Learning Areas

8	<b>Design and Technology</b>
10	Food Technology
11	Robotics and Advanced Manufacturing
11	Textiles Technology
12	<b>Digital Technologies</b>
14	Digital Technologies
16	<b>English</b>
18	English
18	Drama
20	<b>Health and Wellbeing</b>
22	Health and Wellbeing
24	<b>Humanities</b>
26	Geography
27	History
28	<b>Languages</b>
30	German
31	Japanese
32	<b>Mathematics</b>
34	Mathematics
36	<b>Music</b>
38	Music
40	<b>Physical Education</b>
42	Physical Education
44	<b>Religious and Valued Education (RAVE)</b>
46	Religious and Values Education
48	<b>Sciences</b>
50	Science
52	<b>Visual Arts</b>
54	Visual Arts



*We acknowledge the Kaurna 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 8 Curriculum Guide for 2026 is designed to help students and parents become familiar with the subjects available at Woodcroft College and to enable them to plan a program of study tailored to each student's particular needs.

The Middle School curriculum at Woodcroft College provides a strong foundation across all learning areas and introduces students to a diverse range of subjects that can be further explored in subsequent years. After engaging with a broad spectrum of subjects in Year 7, students in Year 8 and Year 9 are offered increasing opportunities to select electives, allowing them to pursue areas of individual interest and tailor their learning experiences.

Throughout the Middle Years, we strive to instil a genuine love of learning and to provide supportive classroom communities where students can discover their strengths and identify opportunities for growth. We take great pride in our wide range of subject offerings and our capacity to cater to the diverse needs and aspirations of our students. All students are encouraged to embrace new challenges, develop their unique skills, and engage with the academic rigour present in every course.

While we make every effort to accommodate each student's elective choices, please note that:

- A subject class will only run if there are sufficient student numbers to make it viable.
- Some subjects may be scheduled at the same time, which may restrict choices in a small number of cases.

We hope this handbook assists students in making informed decisions about their Year 8 program of study. Parents are warmly invited to contact the College to speak with the relevant staff member regarding any questions about the information provided.

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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.

In Year 8 students continue to build on the foundations established in Year 7, while making some choices in their elective subjects. This allows students to experience the process of choosing subjects in preparation for later years where they will be able to curate an individualised learning journey. While students may choose their electives, they will study at least one subject from the 'Arts' and 'Technology' areas ensuring they get to experience a wide range of subjects.

Along with structured learning, Year 8 provides students with a broad range of opportunities to develop important connections, build confidence and take responsibility for their actions. Students will be challenged to step outside of their comfort zone, to develop their teamwork skills, and to build their resilience and perseverance capabilities.

In Year 8, students will engage in learning across core subjects and electives, as shown on the next page.

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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)

## SUBJECT OVERVIEW

### Full Year

English  
Health and Wellbeing  
Language  
(*German or Japanese*)  
Maths  
Physical Education  
RAVE  
Science

### Semester

Geography  
History

### Semester Electives

(*choose four - at least one Art and one Technology*)

#### *Art*

Drama  
Music  
Visual Art

#### *Technology*

Digital Technologies  
Food Technology  
Robotics and Advanced  
Manufacturing  
Textiles Technology



# DESIGN AND TECHNOLOGY

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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)

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## 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  
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Year 10

Year 11  
(Stage 1)

Year 12  
(Stage 2)

Semester 1

Semester 2

Semester 1

Semester 2

Full Year

### HOME ECONOMICS

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

### INNOVATIVE TECHNOLOGIES

Advanced  
Manufacturing:  
Industry and  
Entrepreneurial  
Solutions A

Advanced  
Manufacturing:  
Industry and  
Entrepreneurial  
Solutions B

Advanced  
Manufacturing:  
Industry and  
Entrepreneurial  
Solutions A

Advanced  
Manufacturing:  
Industry and  
Entrepreneurial  
Solutions B

Advanced  
Manufacturing:  
Industry and  
Entrepreneurial  
Solutions

Architectural  
Design: Digital  
Communication  
Solutions A

Architectural  
Design: Digital  
Communication  
Solutions A

Architectural  
Design: Digital  
Communication  
Solutions A

Architectural  
Design: Digital  
Communication  
Solutions A

Architectural  
Design: Digital  
Communication  
Solutions

VEX Robotics:  
Robotics and  
Electronic  
Systems A

VEX Robotics:  
Robotics and  
Electronic  
Systems B

VEX Robotics:  
Robotics and  
Electronic  
Systems A

VEX Robotics:  
Robotics and  
Electronic  
Systems B

VEX Robotics:  
Robotics and  
Electronic  
Systems

# FOOD TECHNOLOGY

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

## Overview

Year 8 Food Technology explores different cooking techniques required for preparing and creating a range of delicious products.

You will work independently and collaboratively to create baked goods and quick weeknight meals. You will apply design cycle concepts to investigate, design, create and evaluate products.

## Content

- Basic baking skills
- Understanding the science of baking
- Cost-effective, time-efficient, and stress-free meals
- Australian Guide to Healthy Eating and basic nutritional concepts
- Kitchen hygiene and safety
- Recycling and composting

## Evidence of Learning

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



# ROBOTICS AND ADVANCED MANUFACTURING

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

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

## Overview

Year 8 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, F1 in Schools CO<sub>2</sub> cars and an LED torch. You will learn about electronics, develop your Computer Aided Design (CAD) skills and create products using CNC router technology along with workshop tools and equipment.

## Content

- Testing sensors, actuators and engineering concepts through VEX robotics challenges
- F1 in Schools challenge
- 3D printed LED torch challenge

## Evidence of Learning

- Practical activities
- Investigation and research tasks
- Designing (sketches, CAD, annotated images)
- Analysing and evaluating products and processes
- Engineering design process – design portfolio

# TEXTILES TECHNOLOGY

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

## Overview

Year 8 Textiles Technology explores basic sewing techniques using a range of technologies and applies design thinking and problem-solving to create products with purpose.

You will work independently to create a pair of shorts and a multipurpose bag (tote, zippered or drawstring bag). You will investigate decorative techniques, such as applique, garment printing and vinyl transfers.

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

## Content

- Pattern reading
- Basic garment construction techniques
- Decorative finishes using cricut and direct-to-garment printer
- Textile sustainability – Fast fashion
- Applying a zip

## 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

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



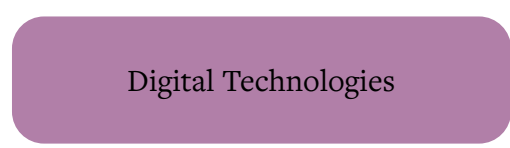
Semester 1

Semester 2

Semester 1

Semester 2

Full Year



# DIGITAL TECHNOLOGIES

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

## Overview

In Year 8 Digital Technologies you will explore how computers and networks process and transmit data efficiently and securely. You will also plan, design, create and evaluate a range of digital solutions.

## Content

- The components of digital systems including hardware, software and networks
- Data transmission, security & performance in wired, wireless and mobile networks
- Data acquisition from a range of sources and evaluation in the context of authenticity, accuracy and timeliness
- Application design and development in a general-purpose programming language and how solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability
- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account

## Evidence of Learning

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



# ENGLISH

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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)

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## HEAD OF FACULTY

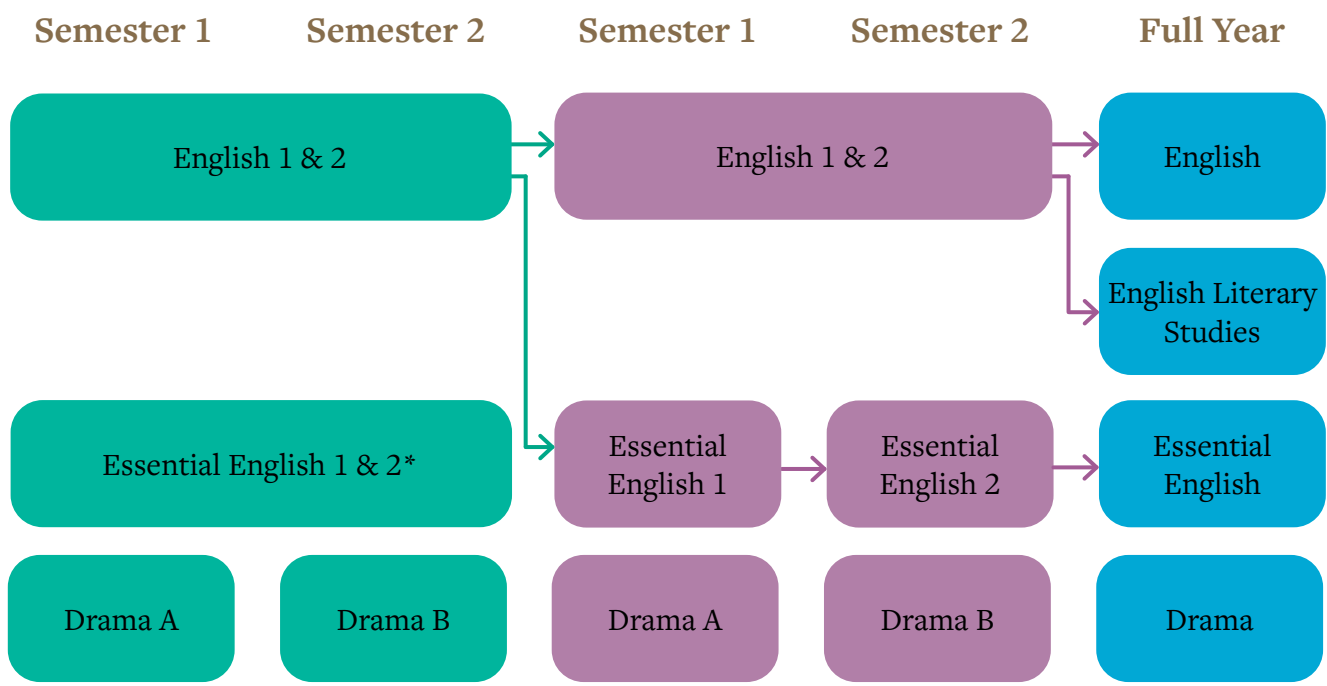
Laura Hocking, Head of English

Email: [hocking\\_l@woodcroft.sa.edu.au](mailto:hocking_l@woodcroft.sa.edu.au)

Year 10

Year 11 (Stage 1)

Year 12 (Stage 2)



\*You are pre-selected for this course

# ENGLISH

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

## Overview

A theme of *Self-Image* and *Self-Worth* informs the learning in Year 8 English. Through these lenses, you will build on your skills in the production of written, visual and oral texts. You will balance this with the analysis of these text types.

## Content

- Novel and poetry studies
- Comparative studies
- Writing folio and transformation
- Oral and drama presentations
- Multimodal text study

## Evidence of Learning

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

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# DRAMA

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

## Overview

Drama allows you to explore your creative side, collaborate with others and contribute to a final group performance. You will view live theatrical performances and experience practical workshops, developing your skills as a storyteller.

## Content

- Styles of theatre: Improvisation, physical theatre and monologues
- Stagecraft skills: Voice and movement and character development
- Theatre design: Props, set, costumes and make-up
- Responding to live theatre
- Group performance in an on or off-stage role

## Evidence of Learning

- Review of a live theatre performance
- Process journal
- Prop construction or design portfolio
- Group Performance



# HEALTH AND WELLBEING

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Year 7

Health and Wellbeing  
(Compulsory: Full Year)

Year 8

Health and Wellbeing  
(Compulsory: Full Year)

Year 9

Health and Wellbeing  
(Compulsory: Semester)

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## 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  
(Stage 1)**

**Year 12  
(Stage 2)**

**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>	Full year
<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 8, learning and activities are generally covered under various health aspects:

- Social health: Self compassion, respect, emotions, consequences of actions and the power of words
- Personal safety: In the community, at parties and online
- Lifestyle health: Developing a ‘growth mindset’ (Resilience Project), age appropriate behaviours and goal setting
- Physical health: Growth and development, sexuality and respectful relationships

## Evidence of Learning

- Group and individual presentations
- Research task
- Practical activities engagement
- Reflection activities
- Quiz



# HUMANITIES

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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  
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Year 10

Year 11 (Stage 1)

Year 12 (Stage 2)

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
Game Changers: Business, Economics and Law A	Game Changers: Business, Economics and Law A	Business Innovation A	Business Innovation B	Business Innovation
		Economics A	Economics B	Economics
		Legal Studies A	Legal Studies B	Legal Studies
		Philosophy A	Philosophy A	Philosophy
Blue Planet: Oceanography Essentials A	Blue Planet: Oceanography Essentials A			

# GEOGRAPHY

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

## Overview

Geography allows you to examine the processes that shape landforms and landscapes, and the hazards that we endure on Earth, as well as studying the management of landscapes, which includes an excursion to Hallett Cove Conservation Park. In addition, you will explore how the process of urbanisation changes economies and societies, including the impacts of urban growth in Adelaide and urban sustainability strategies.

## Content

- Types of landforms
- Geomorphological hazards and their distinctive features
- Investigation of the conservation and management of significant geological features at Hallett Cove
- The causes and consequences of urbanisation
- The reasons for and effects of migration in Australia and China

## Evidence of Learning

- Presentation
- Fieldwork report
- Infographic

# HISTORY

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

## Overview

Medieval history allows you to analyse the key historical events from the ancient to the modern world. You will study how societies changed, what key beliefs and values emerged and how these periods in history influenced the modern world today.

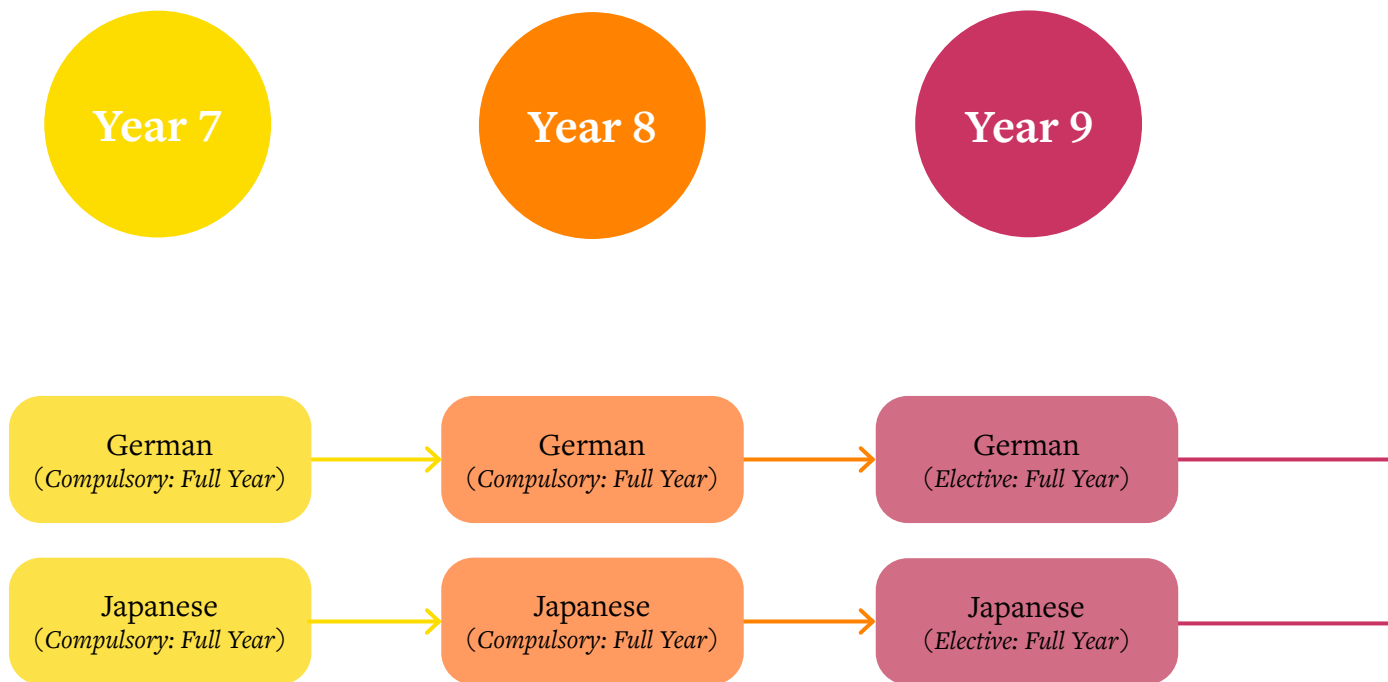
## Content

- Important features of the period, c.650 AD (CE) – 1750
- The key features of the medieval world, such as feudalism
- Medieval Europe (c.590 – c.1500) depth study
- Japan under the Shoguns' (c.794 – 1867)
- The Black Death in Asia, Europe, and Africa (14th century plague)

## 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)

Year 10

Year 11  
(Stage 1)

Year 12  
(Stage 2)

Full Year

Full Year

Full Year

German Continuers

German Continuers

German Continuers

Japanese Continuers

Japanese Continuers

Japanese Continuers

English as an Additional Language

English as an Additional Language

English as an Additional Language

# GERMAN

<b>Faculty Area</b>	Languages
<b>Length of Course</b>	Full year
<b>Status</b>	Compulsory ( <i>you will continue with the same language studied in Year 7</i> )

## Overview

In German you will further develop your language skills and increase your ability to communicate in the language. You will enhance your key skills of reading and writing and listening and speaking. With your teacher you will delve into increasingly difficult grammar points and compare them to those of English. You will continue to learn about Germany's fascinating history and culture.

## Content

- Clothing – Fashion, shopping, and Trachten
- Guten Appetit – Food, drink, and mealtime traditions
- What are you doing today – Holidays, the seasons, and birthdays
- With the train – Transport, travel, and the car industry

## Evidence of Learning

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

# JAPANESE

<b>Faculty Area</b>	Languages
<b>Length of Course</b>	Full year
<b>Status</b>	Compulsory ( <i>you will continue with the same language studied in Year 7</i> )

## Overview

In Japanese you will further develop your language skills and increase your ability to communicate in the language. You will enhance the key skills of reading, listening, and speaking. You will also delve further into their writing systems. You will continue to learn about Japan's fascinating culture including Japanese sports and Japanese dolls.

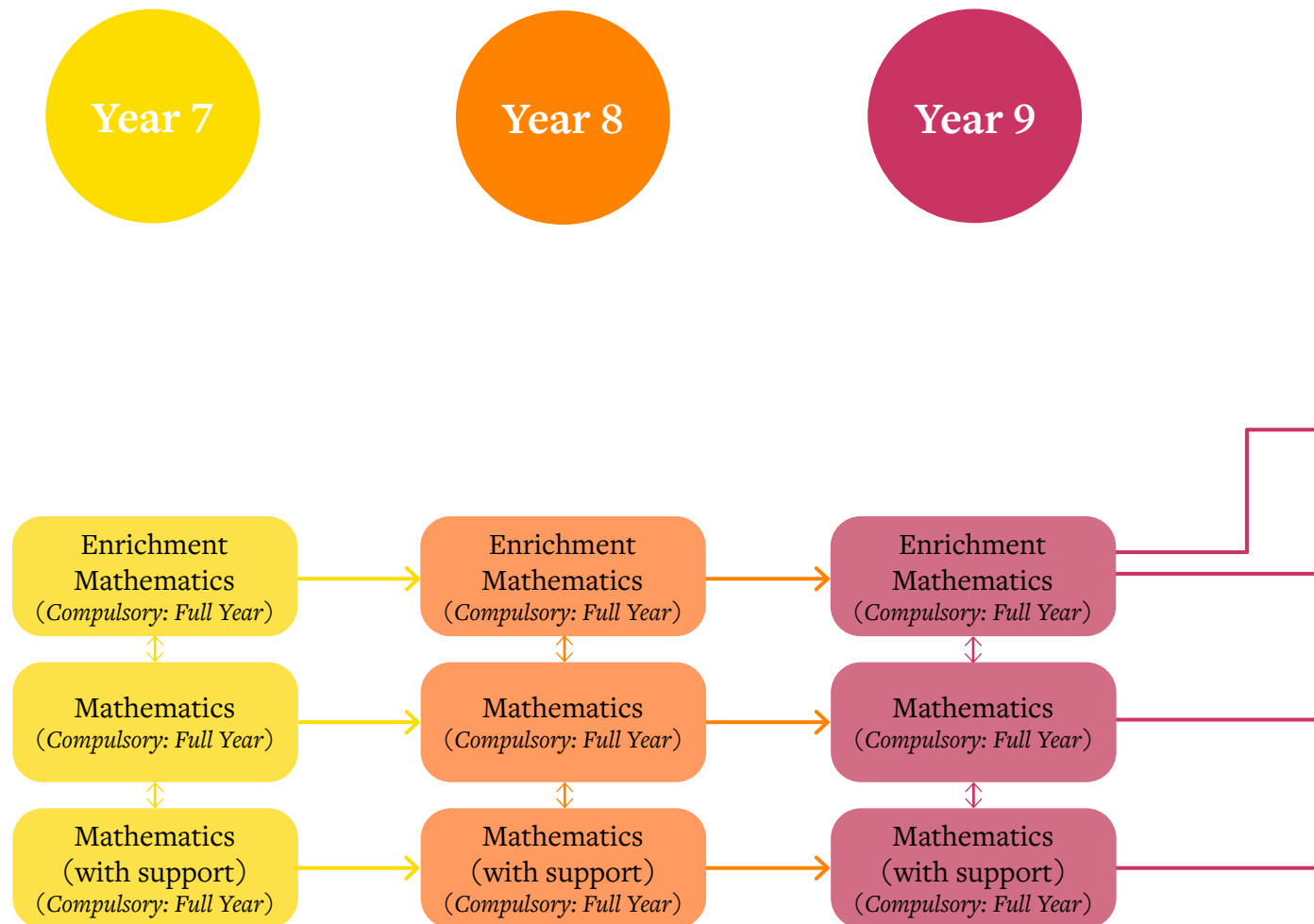
## Content

- Consolidate reading and writing in Hiragana
- Learn Kanji for the topics of self and family
- Communicate about self and family

## Evidence of Learning

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

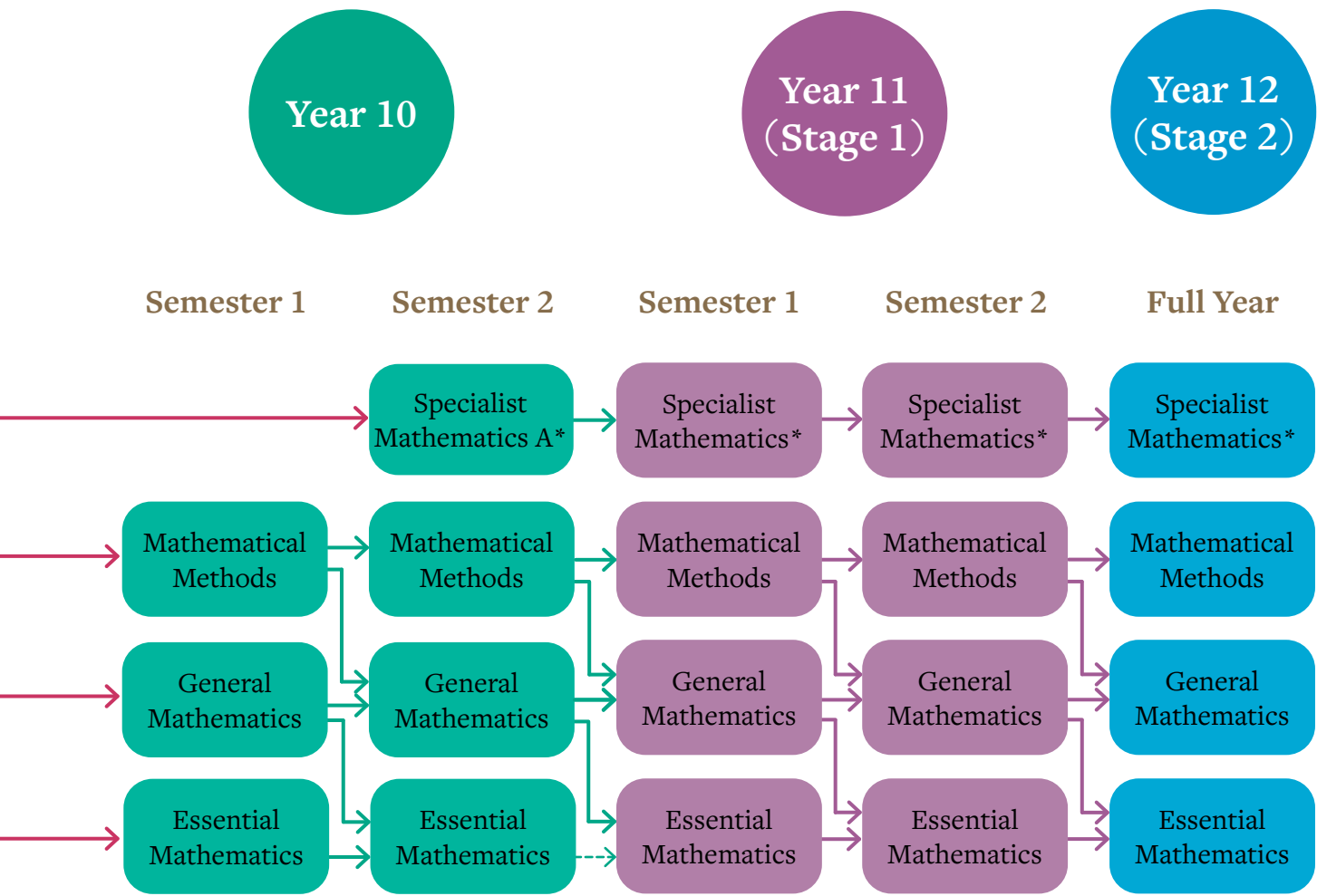
# MATHEMATICS



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

## HEAD OF FACULTY

Naomi Belgrade, Head of Mathematics  
 Email: [mathematics@woodcroft.sa.edu.au](mailto:mathematics@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, or 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

- Positive and negative integers
- Decimals, percentages and fractions
- Measurement and ratios
- Algebraic processes
- Linear relations
- Geometric reasoning
- Statistics and probability

## Evidence of Learning

- Tests
- Investigations



# MUSIC

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

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## 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  
(Stage 1)**

**Full Year**

**Music Advanced  
(Performance Specialisation)**

**Music Advanced  
(Composition Specialisation)**

**Year 12  
(Stage 2)**

**Full Year**

**Music Performance  
- Ensemble  
Music Performance  
- Solo**

**Music  
Explorations  
(Composition  
Focus)**

# MUSIC

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

*Instrumental tuition and participation in a College ensemble is optional if studying Music in Year 8.*

## Overview

Learn to sing, play keyboard/piano, guitar, drum kit or develop your skills on an instrument of your choice in Music. You will learn about the music industry and musical styles, and, how to read and compose music as you perform with others in a class band.

## Content

- Song writing: Choose to compose your own contemporary song, re-invent a cover of your favourite artist, or compose your own video game theme using music technology
- Practical: you can learn a new instrument or further develop skills and techniques on your own instrument and perform together in a class band
- Styles of music: Listen to Rock and Pop and learn about the artists behind the songs
- Performance skills: Rehearse and plan small group and class performances, developing skills as a musician, sound technician and ensemble performer
- Music industry: Discover the magic behind the music. Look behind the scenes at the music industry and review live and online performances from a variety of musicians

## Evidence of Learning

- Class band performance
- Song writing composition using Sibelius or recording
- Review of a live/online music performance



# PHYSICAL EDUCATION

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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  
(Stage 1)**

**Year 12  
(Stage 2)**

**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

The main focus will be on developing a better understanding of teamwork and the strategies you need to work together successfully. You will have the opportunity to show your understanding and knowledge across a range of activities.

## Content

- Net and wall games
- Athletics
- Invasion games
- Dance
- Multi sports
- Striking and fielding games

## Evidence of Learning

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



# RELIGIOUS AND VALUED EDUCATION (RAVE)

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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

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 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

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Year 7

Science  
(Compulsory: Full Year)

Year 8

Science  
(Compulsory: Full Year)

Year 9

Science  
(Compulsory: Full Year)

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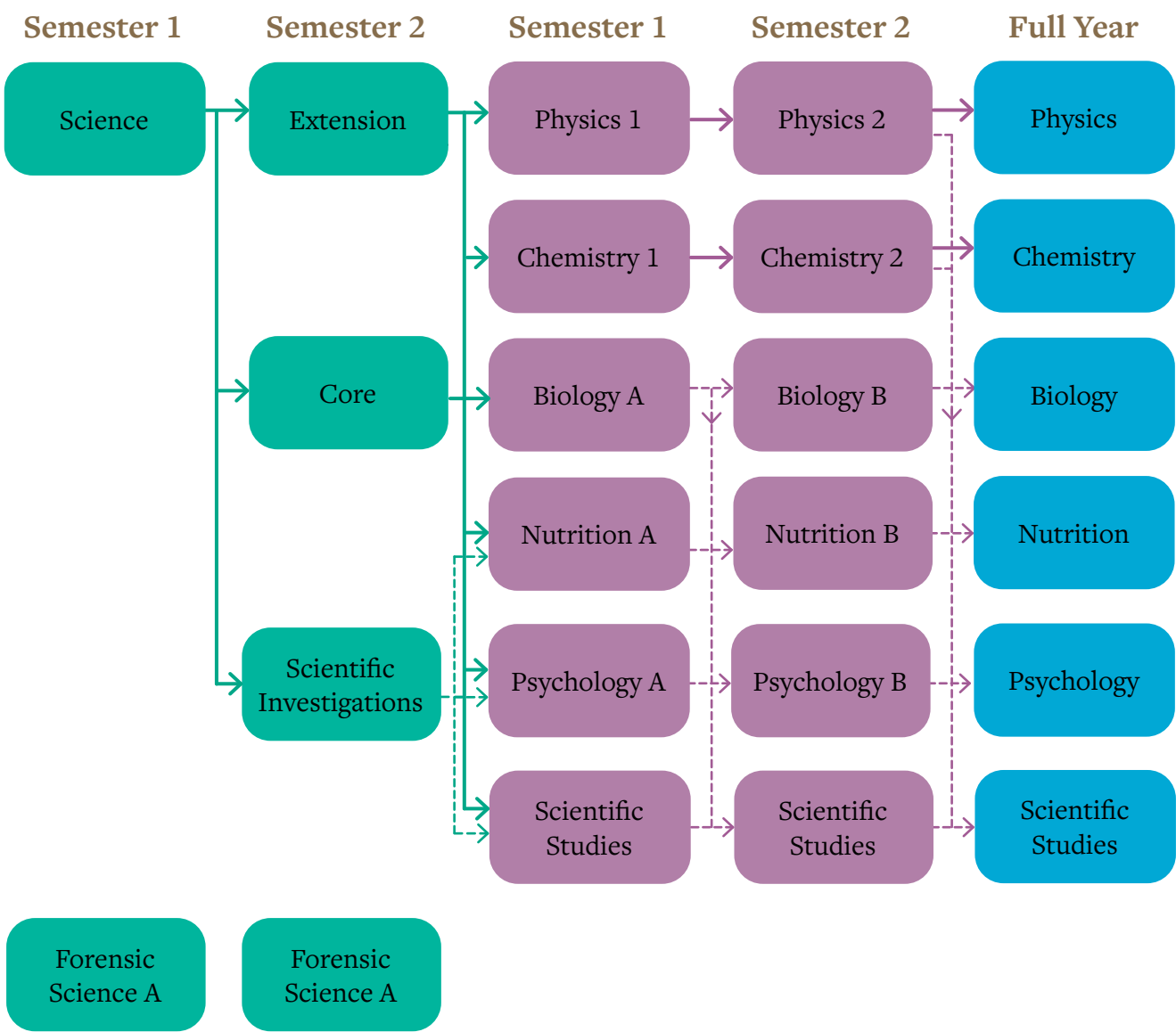
## HEAD OF FACULTY

Suneel Kookana, Head of Science  
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Year 10

Year 11 (Stage 1)

Year 12 (Stage 2)



# 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

- Elements and Compounds: Classify matter as elements, compounds and mixtures and compare their representations.
- Physical and Chemical changes: Compare physical and chemical changes and identify indicators of energy change in chemical reactions.
- Rocks: Compare processes of rock formation, including the rock cycle and timescales of changes.
- Plate tectonics: Apply an understanding of the theory of plate tectonics to explain patterns and changes in the Earth's crust.
- Cells and systems in multicellular organisms: Analyse the relationship between the structure and the function of the cell, organ and body systems.
- Forms of energy: Identify different forms of energy and describe how energy transfers and transformations may cause change in simple systems.

## Evidence of Learning

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



# VISUAL ARTS

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Year 7



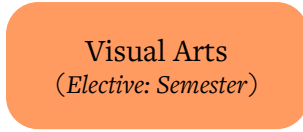
Visual Arts  
(Compulsory: Term)



Year 8



Visual Arts  
(Elective: Semester)



Year 9



Visual Arts  
(Elective: Semester or  
Full Year)



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## HEAD OF FACULTY

Skye St George, Head of Art  
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Year 10

Year 11  
(Stage 1)

Year 12  
(Stage 2)

Semester 1	Semester 2	Semester 1	Semester 2	Full Year
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 A	Visual Arts B	Visual Arts: Art A	Visual Arts: Art B	Visual Arts: Art

# VISUAL ARTS

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

## Overview

Throughout this course you will complete a Folio which documents your journey as an artist and your technical development in the practical component of Visual Arts in Year 8. Looking at the key elements and principles of texture, mark making techniques, pattern, repetition and perspective you will explore the different ways artists use selected mediums to portray a concept within the art making process towards your own resolved works of art. You will evaluate the concepts within your own art making practice and analyse artworks from different times, places and cultures and the connections between different techniques.

## 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





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