



Year 10 Curriculum Guide

2026



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."*

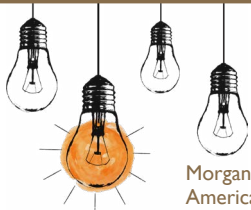


OUR VALUES

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."

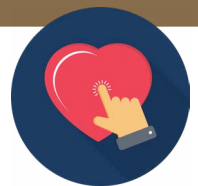
Real Connection

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.

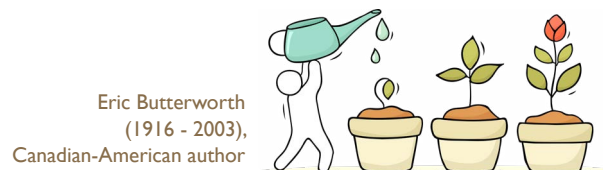
"In a world of algorithms, hashtags and followers, know the true importance of human connection."

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 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

Welcome to the Year 10 Curriculum Guide at Woodcroft College.

This handbook is designed to introduce students and parents to the broad range of subjects available in the Senior School and to support the planning of a study program that reflects each student's individual interests and goals. As the first year of Senior School, Year 10 marks an exciting transition, offering students the opportunity to select from a wide variety of specialist subjects to foster emerging interests and develop new skills.

At Woodcroft College, we are proud of our diverse curriculum, which caters to a wide range of student aspirations and abilities. The subject selection process is carefully structured to help students make informed choices, and once enrolled, students are supported through our comprehensive Pastoral Care Program to help them achieve their goals.

This guide features flowcharts at the beginning of each learning area, clearly outlining the subject options available and how they build upon prior study. Each flowchart includes the contact details for the relevant Head of Faculty, so students and parents can seek subject-specific advice as needed.

Please note that:

- some subjects have prerequisites, which are summarised in the table on page 10 of this guide
- classes will only run if there are sufficient enrolments to ensure viability
- every effort is made to accommodate each student's subject preferences

All subject selections are completed online via www.selectmysubjects.com.au. Students will receive a unique link through their College email, providing access to their personalised selection portal. The portal will be open for a specified period, as indicated in the notification email.

Students interested in exploring vocational pathways in Year 11 or Year 12 are encouraged to schedule a meeting with Abigail Batten, Pathways Coordinator, for tailored advice. Parents are warmly invited to participate in this process, which may include planning for VET opportunities, discussing application procedures and subsidies, or preparing for employment through work experience.

Year 10 is a pivotal year to build on the achievements of Middle School, explore new interests, and lay the foundation for success in the senior years and beyond.

For further questions about subject selection or the pathways available in the Senior School, please contact the relevant staff member listed below.

CONTACTS

Rachel McCall, Deputy Principal - Quality Learning and Teaching

Email: mccall_r@woodcroft.sa.edu.au

Tamsyn Voyzey, Head of Senior School

Email: voyzey_t@woodcroft.sa.edu.au

Tracey Matyk, Head of Year 10

Email: matyk_t@woodcroft.sa.edu.au

Sarah Hockey, SACE Coordinator

Email: hockey_s@woodcroft.sa.edu.au

Abigail Batten, Pathways Coordinator

Email: batten_a@woodcroft.sa.edu.au

MESSAGE FROM THE HEAD OF SENIOR SCHOOL

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

Throughout the Senior School, much work is done preparing students for life beyond school, with careful subject counselling, discussion and inquiry into career paths, as well as opportunities to visit and explore tertiary institutions. All Year 10 students will complete Exploring Identities and Futures (EIF), which incorporates analysis of current and desired capabilities, skills and interests.

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

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

When choosing subjects each student should consider:

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

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

CONTACT

Tamsyn Voyzey, Head of Senior School

Email: voyzey_t@woodcroft.sa.edu.au

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education.

As part of the SACE, students will be able to:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community-developed programs) provided they are recognised by the SACE Board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A to E grades in Stage 1 and A+ to E- in Stage 2 SACE subjects.
- Gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning.
- Have 30% of their work in every Stage 2 subject externally assessed. This occurs in various ways, including examinations, practical performances and presentations.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

Requirements to Achieve the SACE

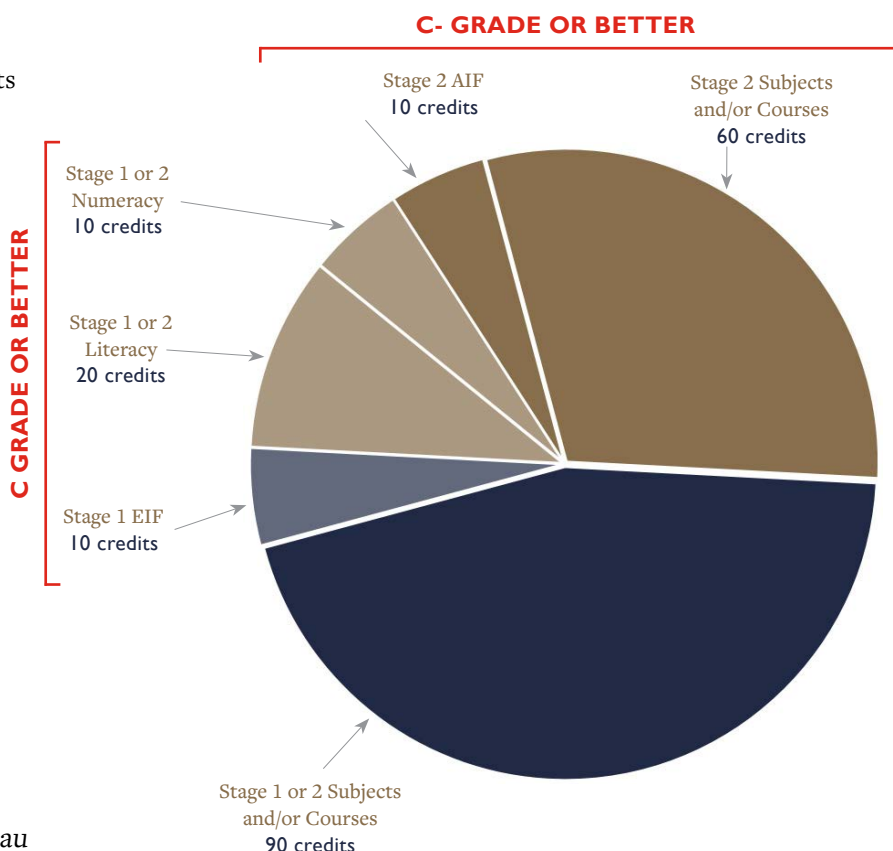
To gain the certificate students must earn 200 credits. 10 credits are equivalent to one semester or six months of study in a subject.

Some elements of the SACE are compulsory. These are:

- Exploring Identities and Futures (EIF) at Stage 1, worth 10 credits.
- At least 20 credits towards literacy from a range of English or English as an Additional Language studies at Stage 1.
- At least 10 credits towards numeracy from a range of Mathematics choices at Stage 1.
- A major project of extended studies called Activating Identities and Futures at Stage 2, worth 10 credits.
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

SACE = 200 Credits

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



CONTACT

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

THE PASTORAL CARE PROGRAM

Woodcroft College practices a holistic approach to learning and teaching. The pastoral care program plays an integral role in the curriculum, where each aspect of a student's academic, spiritual, physical, emotional and social development is valued.

In Year 10, one lesson per week is allocated to the Pastoral Care Program. During this time students participate in a range of activities that support their wellbeing and builds their connection as a cohort. It uses materials and approaches appropriate to the age group and is delivered by the Head of Year 10, Tutors, and guest presenters. The program is structured around the Wellbeing Keys - Connecting and Belonging, Balance and Courage, Living with Purpose and Growing Forward.

The program covers topics such as:

- Drug education
- Service learning
- Relationships
- Driver safety
- Resilience
- Career counselling
- Study skills
- Learning dynamics
- Year 10 camp preparation

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

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

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

Religious and Values Education (RAVE)

In 2026, students will complete Stage 1 SACE subject Spirituality, Religion and Meaning as part of their RAVE studies. In this course, students use one or more big ideas to explore issues, concepts and ideas connected to different spiritualities and religions. This includes study of Christian Tradition, Philosophy of Religion, Ethics and Aboriginal and Torres Straight Islander spiritualities.

Students are equipped with character and disposition development within the RAVE course, which is allocated two lessons per week.

CONTACTS

Tracey Matyk, Head of Year 10
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Marty Fox, College Pastor and Head of RAVE
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YEAR 10 OVERVIEW

Compulsory Subjects

English

Science

Mathematics

Exploring Identities
and Futures

History

Physical Education

Spiritualities, Religion and Meaning (RAVE)

Electives

Semester 1

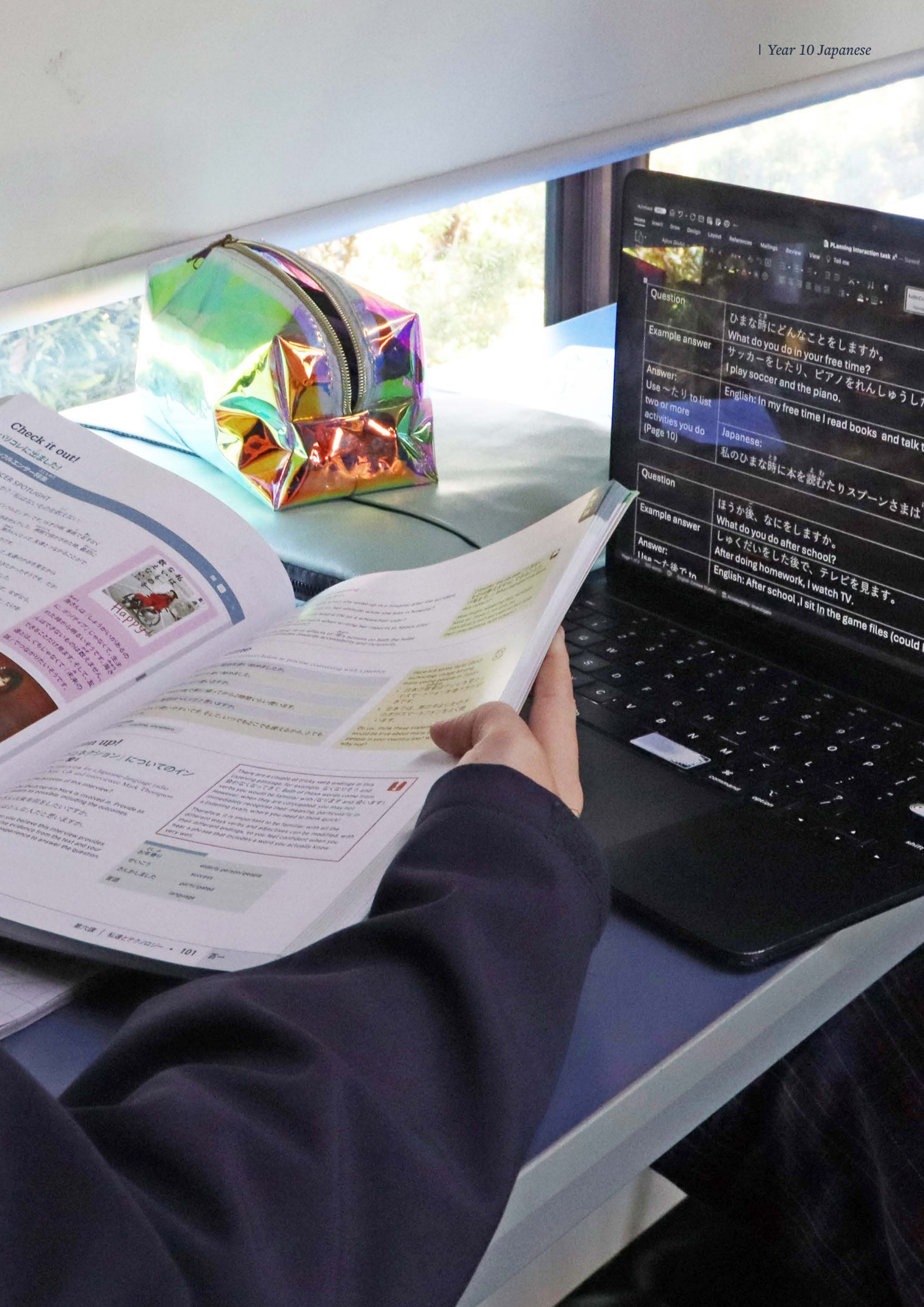
Elective 1

Elective 2

Semester 2

Elective 3

Elective 4



Planning Interaction task

Question	ひまな時にどんなことをしますか。 What do you do in your free time?
Example answer	サッカーをしたり、ピアノをれんしゅうしたり。 I play soccer and the piano.
Answer:	English: In my free time I read books and talk to my friends.
Use ~たり to list two or more activities you do (Page 10)	Japanese: 私のひまな時に本を読んだりスプーンさまはたりします。

Question	ほうか後、なにをしますか。 What do you do after school?
Example answer	しゅくだいをした後で、テレビを見ます。 After doing homework, I watch TV.
Answer:	English: After school, I sit in the game files (could be)

Check it out!

Happy

There are a number of things you can do to improve your Japanese. One of the most important things is to practice speaking. You can do this by talking to a native speaker or by using language exchange apps. Another important thing is to listen to Japanese music and TV shows. This will help you to understand the pronunciation and intonation of the language. Finally, it is important to read Japanese books and newspapers. This will help you to learn new words and phrases and to understand the culture of the language.

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SUBJECT PREREQUISITE SUMMARY


Some of our Senior School subjects require prerequisite learning for entry. This ensures that students have the background knowledge and skills to be able to be successful at higher levels.


Shaded boxes indicate subject cannot be studied at that year level.

**See subject page for detailed information.*

	Year 10 Prerequisites	Year 11 (Stage 1) Prerequisites	Year 12 (Stage 2) Prerequisites
Ancient Studies			Grade C in Stage 1 Ancient Studies (if studied)
Biology		Year 10 Science (Extension or Core)	Grade C- in Stage 1 Biology
Business Innovation			Grade C in Stage 1 Business Innovation (if studied)
Chemistry		Year 10 Science (Extension or Core)	Grade C- in Stage 1 Chemistry
Architectural Design: Digital Communication Solutions		Year 10 Architectural Design: Digital Communication Solutions	Stage 1 Architectural Design: Digital Communication Solutions
Digital Technologies			Grade C in Stage 1 Digital Technologies
Economics			Grade C in Stage 1 Economics (if studied)
English			C grade or higher for a 20 credit English subject at Stage 1, excluding Essential English
English as an Additional Language*	You do not use English as your main home language	Your first language is a language other than English	SACE Stage 1 EAL
English Literary Studies			B grade or higher for a 20-credit English subject at Stage 1, excluding Essential English
Essential English	You are pre-selected for this course		Stage 1 English or Stage 1 Essential English
Essential Mathematics			Grade C+ (or above) in Stage 1 Essential Mathematics or has completed a higher level of Mathematics
General Mathematics	C- (or above) in Year 9 Mathematics and studying Mathematics in Semester 2	Grade C+ (or above) in Year 10 General Mathematics or has completed a higher level of Mathematics	Grade C+ (or above) in Stage 1 General Mathematics or has completed a higher level of Mathematics
Geography and Environmental Studies (Year 10)			Grade C in Stage 1 Geography (if studied)
Geography (Stage 1 and Stage 2)			
German Continuers	Year 9 German	Year 10 German	Stage 1 German
History (Year 10)			Grade C in Stage 1 Modern History (if studied)
Modern History (Stage 1 and Stage 2)			
Integrated Learning: Future Leaders	Selections are based on performance at Year 9 Quest		
Integrated Learning: Sport and Health*		You must be accepted into HPAP to study for full year	
Japanese Continuers	Year 9 Japanese	Year 10 Japanese	Stage 1 Japanese
Legal Studies			Grade C in Stage 1 Legal Studies (if studied)


 Year 10
Prerequisites


 Year 11
(Stage 1)
Prerequisites


 Year 12
(Stage 2)
Prerequisites

	Year 10 Prerequisites	Year 11 (Stage 1) Prerequisites	Year 12 (Stage 2) Prerequisites
Mathematical Methods*	C+ (or above) in Year 9 Enrichment Mathematics and studying Enrichment Mathematics in Semester 2	Grade C+ or above in Year 10 Mathematical Methods	Grade C+ (or above) in Stage 1 Mathematical Methods
Music*	C+ in Year 9 Music and a minimum of one year of instrumental tuition		
Music Advanced*		C+ in Year 10 Music and a minimum of two years instrumental tuition and technical expertise	
Music Explorations: Composition Focus*			C+ in Stage 1 Music Advanced with a specialisation on Composition
Music Performance: Ensemble and Solo*			C+ in Stage 1 Music Advanced and a minimum of three years individual tuition and technical expertise and commitment to two ensembles
Nutrition			C- in Stage 1 Science, preferably Nutrition
Outdoor Education	Selections are based on performance at the Year 9 Quest camp		Preferably one semester of Stage 1 Outdoor Education
Philosophy			Grade C in Stage 1 Philosophy (if studied)
Photography (Year 10) Creative Arts: Photography (Stage 1 and Stage 2)			Preferably one semester of Stage 1 Creative Arts: Photography
Physical Education			Grade C in Stage 1 Physical Education (if studied)
Physics		Year 10 Science (Extension or Core)	Grade C- in a Stage 1 Physics
Psychology			Grade C- in a Stage 1 Science, preferably Psychology
VEX Robotics: Robotics and Electronic Systems			SACE Stage 1 VEX Robotics: Robotics and Electronic Systems
Specialist Mathematics*	B- (or above) in Year 9 Enrichment Mathematics and studying Enrichment Mathematics in Semester 2	Grade C+ (or above) in Year 10 Specialist Mathematics	Grade C+ (or above) in Stage 1 Specialist Mathematics
VET		Entry requirements vary depending on the course	Entry requirements vary depending on the course
Visual Arts: Art			Preferably one semester of Stage 1 Visual Arts or Design
Visual Arts: Design			Preferably one semester of Stage 1 Visual Arts or Design

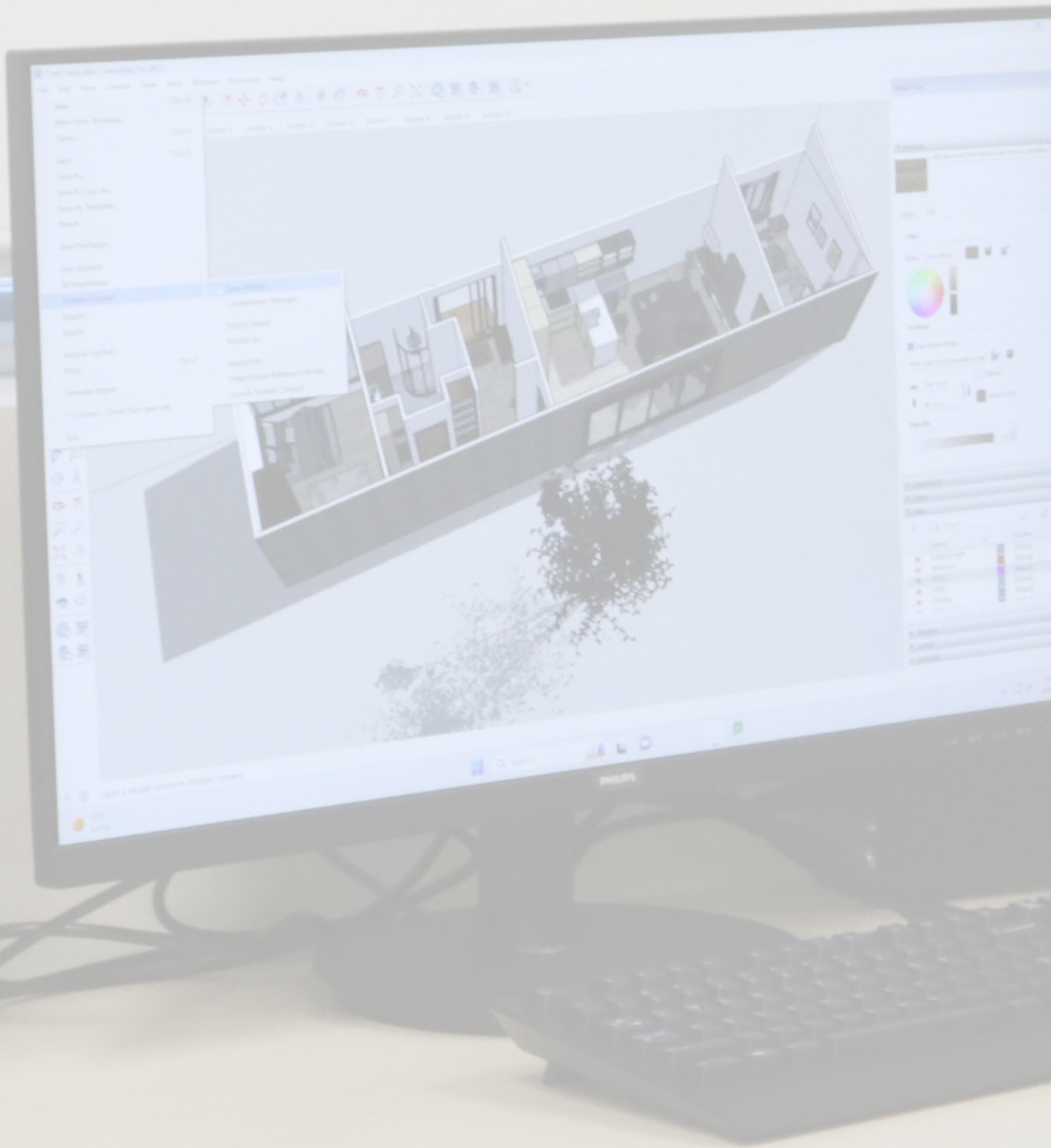
The following subjects do not have any prerequisites for the whole Senior School journey:

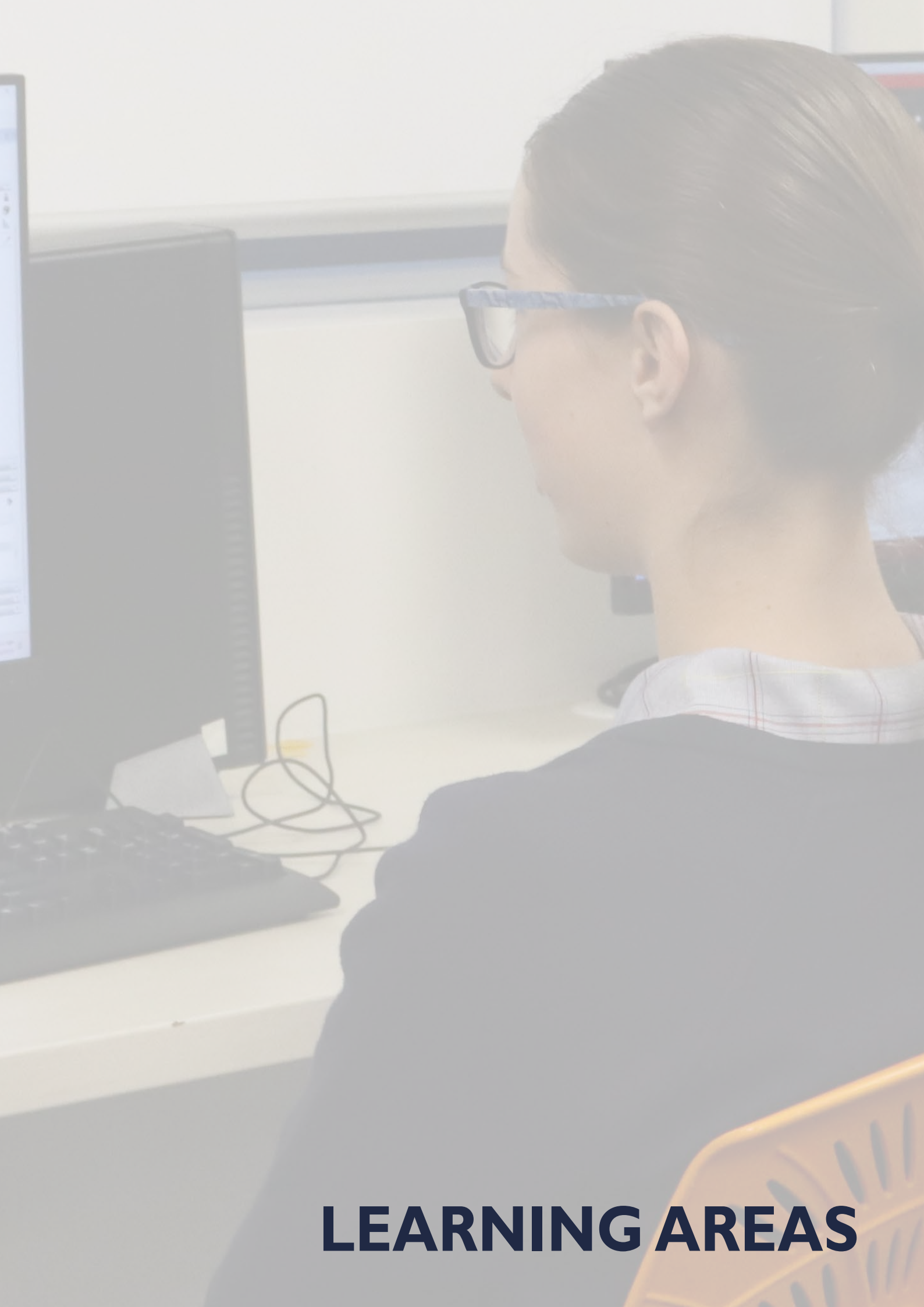
Compulsory

Activating Identities and Futures (Stage 2 - can be completed in Year 11 or Year 12), Exploring Identities and Futures (Stage 1 - can be completed in Year 10 or Year 11), Science (Year 10), Spirituality, Religion and Meaning (Year 10)

Electives

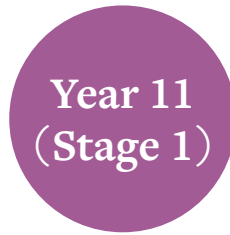
Advanced Manufacturing: Industry and Entrepreneurial Solutions, Blue Planet: Oceanography Essentials (Year 10), Child Studies, Drama, Food Technology (Year 10), Food and Hospitality (Stage 1 and Stage 2), Forensic Science (Year 10), Game Changers: Business, Economics and Law (Year 10), Health and Wellbeing, Scientific Studies (Stage 1 and Stage 2), Specialist Physical Education (Year 10), Textiles Technology (Year 10), Material Solutions: Clothing and Textiles (Stage 1 and Stage 2), Workplace Practices (Stage 1 and Stage 2)





LEARNING AREAS

DESIGN AND TECHNOLOGY



Semester 1

Semester 2

Semester 1

Semester 2

Full Year

HOME ECONOMICS

Child Studies A	Child Studies B	Child Studies A	Child Studies B	Child Studies
Food Technology A	Food Technology B	Food and Hospitality A	Food and Hospitality B	Food and Hospitality
Textiles Technology A	Textiles Technology B	Material Solutions: Clothing and Textiles A	Material Solutions: Clothing and Textiles B	Material Solutions: Clothing and Textiles

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

HEAD OF FACULTY

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

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

Advanced Manufacturing: Industry and Entrepreneurial Solutions A

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

Architectural Design: Digital Communication Solutions A

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

Course Overview

In Architectural Design: Digital Communication Solutions, you will work through a process to design a pavilion style home from initial concepts to final product. The end product will utilise virtual reality technology to create an immersive and interactive experience for end users. You will be encouraged to be creative and innovative as you apply problem-solving skills to respond to a design challenge.

Content

- Architectural modelling using Google Sketchup
- Architectural visualisation
- Interior design
- Landscape design
- Engineering and construction
- Immersive and interactive technology
- Graphic rendering and flythrough videos

Evidence of Learning

Internal Assessments

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

Child Studies A and B

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

Course Overview

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

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

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

A current Working with Children Check (WWCC) is required, or will be undertaken through this course to allow you to work with children from the ELC and Junior School.

Content

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

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

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

Food Technology A and B

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

Course Overview

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

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

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

Content

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

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Activity (two Design Cycles)	80%
Assessment Type 2: Investigation Task	20%

Textiles Technology A and B

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

Course Overview

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

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

You will build knowledge of the fashion industry, processes used in commercial garment production and the future of fashion and textiles, including using computer aided design software to sketch your ideas.

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

Content

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

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

Assessment Type 1: Creation and Evaluation	50%
Assessment Type 2: Investigating, Designing, Creating and Evaluating	50%

VEX Robotics: Robotics and Electronic Systems A and B

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

Course Overview

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

Content

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

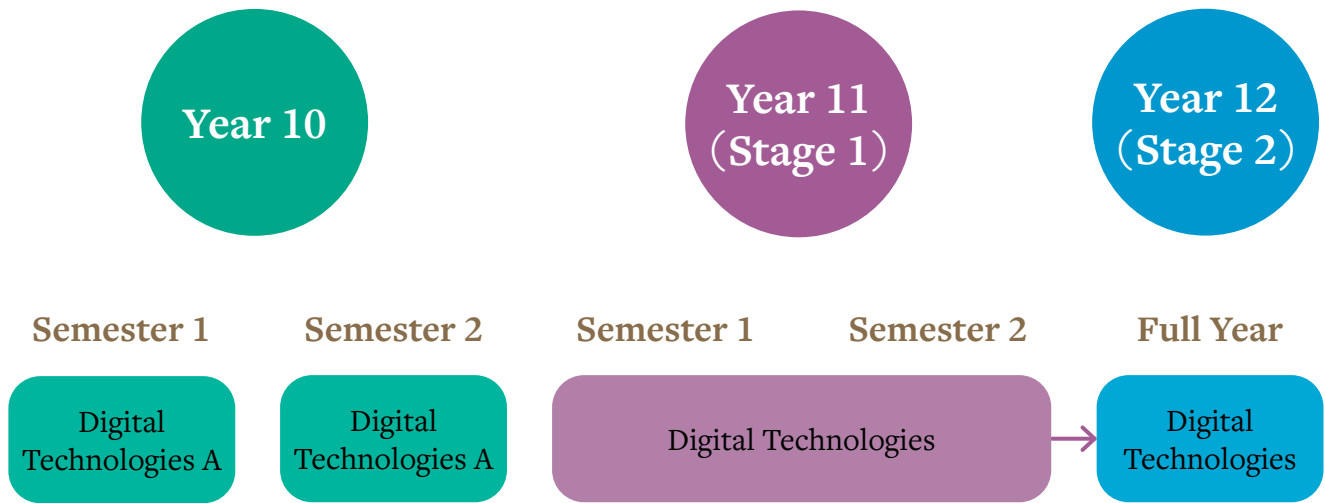
Evidence of Learning

Internal Assessments

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



DIGITAL TECHNOLOGIES



HEAD OF FACULTY

Alex Ditrich, Head of Digital Technologies
Email: ditrich_a@woodcroft.sa.edu.au

Digital Technologies A

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

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

Course Overview

In Digital Technologies at Year 10, you will create practical, innovative solutions to real-world problems. You will apply computational thinking skills to design, develop, and evaluate software-based solutions. Working both independently and collaboratively, you will build foundational knowledge in programming and explore the role of data and cybersecurity in today's digital world. You will also examine the ethical and social impacts of emerging technologies.

Content

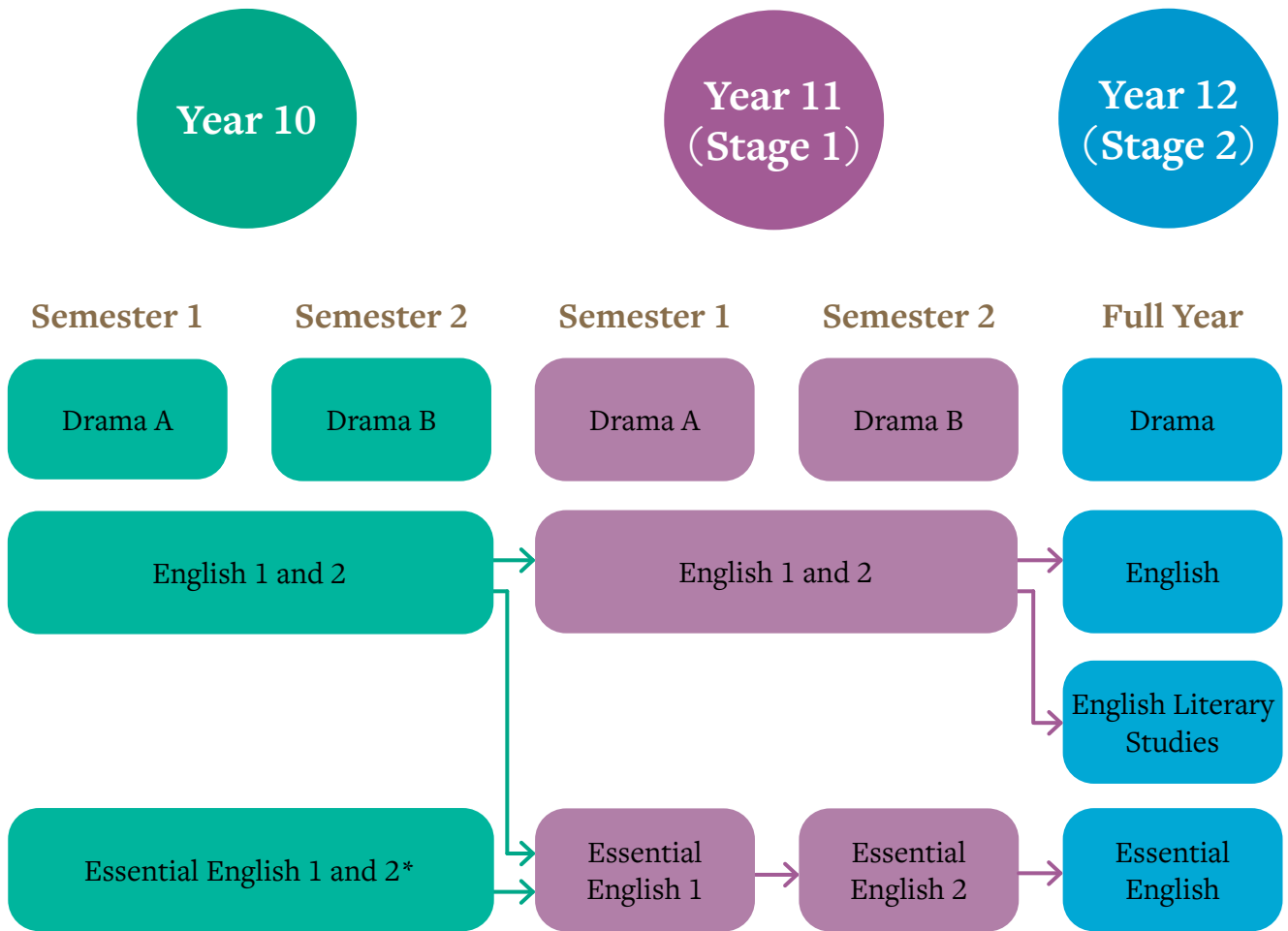
- **Foundations in programming:** Study the core principles of programming through hands-on activities using the C# language in the Visual Studio IDE. Design and build practical applications to solve real problems.
- **Data analytics:** Learn how to analyse and interpret data, applying program design skills to transform information into meaningful digital outputs.
- **Cybersecurity principles:** Explore key concepts in cybersecurity, including data protection, system vulnerabilities, ethical hacking, and safe digital practices.
- **Exploring innovations:** Investigate emerging technologies and their impact on society. Use creativity and initiative to generate and prototype your own innovative digital solutions in response to modern challenges.

Evidence of Learning

Internal Assessments

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

ENGLISH



**You are pre-selected for this course*

HEAD OF FACULTY

Laura Hocking, Head of English

Email: hocking_l@woodcroft.sa.edu.au

Drama A and B

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

English 1 and 2

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

Course Overview

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

Content

Semester 1

- Gothic Study: The creation of a creative text demonstrating understanding of the Gothic genre.
- Critical Perspectives: Analysis of film through two critical lenses.
- Oral Presentation: Intertextual comparison in the form of a podcast interview.
- Critical Reading The exploration of drama extracts in preparation for the exam.

Semester 2

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

Evidence of Learning

Internal Assessments

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

Essential English 1 and 2

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

EXPLORING IDENTITIES AND FUTURES

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CONTACT

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

SACE Stage 1

Exploring Identities and Futures

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

Course Overview

Stage 1 Exploring Identities and Futures supports you to explore your aspirations. You are given the space and opportunity to extend your thinking beyond what you want to do, to also consider who you want to be in the future. The subject supports you to learn more about yourself, your place in the world, and enables you to explore and deepen your sense of belonging, identity, and connections to the world around you.

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

Content

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

In this subject, you will:

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

Evidence of Learning

Internal Assessments

Assessment Type 1: Exploring Me and Who I Want to Be	50%
Assessment Type 2: Taking Action and Showcasing my Capabilities	50%

HEALTH AND PERSONAL DEVELOPMENT

Year 10

Semester 1

Health and Wellbeing A

Semester 2

Health and Wellbeing B

Year 11
(Stage 1)

Semester 1

Health and Wellbeing A

Semester 2

Health and Wellbeing B

Integrated Learning:
Sport and Health

Year 12
(Stage 2)

Full Year

Health and Wellbeing

Integrated Learning:
Sport and Health

HEAD OF FACULTY

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

Health and Wellbeing A and B

(Well, Wellbeing, Wellness)

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

Course Overview

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

If you are feeling tired, overwhelmed, unsure of how to relax, what to eat, what to say, what exercise to do or cannot manage your time well, then this is the place for you.

In this course, you will learn how to make informed decisions that suit you, your body, your needs and your lifestyle and begin to achieve success at some of your goals.

You will have the opportunity to look at nutrition and diet, exercise and fitness, how to sleep more effectively, be mindful and take a moment to breathe. You will identify and put into practice how to make some positive steps forward in your life, to reduce some stress and anxiety, to be more aware of what matters.

You will learn to be assertive in the choices you develop to encourage lifelong skills to improve your wellness and wellbeing towards your health outcomes and quality of life.

Content

You will undertake a variety of tasks and activities (at school and in the community) to investigate health determinants and be able to identify actions which will assist you in your wellness and wellbeing.

You will select from a range of topics (individually and/or as a class) to suit your wellbeing needs, to identify the value in making informed choices and planning about actions which can have lifelong benefits to your overall health and wellbeing.

You will learn to be critical of information, to assess and challenge assumptions and stereotypes, and to respond in a range of contexts to be agents of change for yourself and others.

NB: Content will depend on semester

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Action (individual or group)	60%
<ul style="list-style-type: none"> Implementing your ideas and planned actions to improve your health and wellbeing outcomes 	
Assessment Type 2: Issue Inquiry	40%
<ul style="list-style-type: none"> Investigate a current health and wellbeing trend or issue relevant to you, to identify how these impact on your wellness, making recommendations for changes in behaviour or actions. 	

HUMANITIES

Year 10		Year 11 (Stage 1)		Year 12 (Stage 2)
Semester 1	Semester 2	Semester 1	Semester 2	Full Year
		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
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
		Philosophy A	Philosophy A	Philosophy
Blue Planet: Oceanography Essentials A	Blue Planet: Oceanography Essentials A			

HEAD OF FACULTY

Matt Ellis, Head of Humanities

Email: ellis_ma@woodcroft.sa.edu.au

Blue Planet: Oceanography Essentials A

Faculty Area	Humanities
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

You will develop the knowledge, skills and understanding to grow a keen interest and awareness of the marine environment, through both theoretical and practical learning opportunities. You are encouraged to become creative, critical thinkers who are independently motivated to learn more about the marine environment and enact to protect, conserve and educate the wider community. This course is especially beneficial for those who can see themselves undertaking studies such as a Bachelor of Science (Marine Biology, Ecology and Environmental Science), a Bachelor of Marine and Wildlife Conservation, Ocean and Climate Sciences, or a career in this field. Our location is close to some of South Australia's best beaches, allowing you to learn critical field work skills by assessing our coastal environments.

Content

Global Oceans

- Ocean and climate
- Ocean resources

The Dynamic Shore

- Features of coastal margins/shores
- Coastal processes

Ocean Threats

- Threats to marine life and ecology
- The value of Coral Reefs and the threats

Evidence of Learning

Internal Assessments

Assessment Type 1: Skills	70%
Assessment Type 2: Inquiry	30%

Game Changers: Business, Economics and Law A

Faculty Area	Humanities
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

Geography and Environmental Studies A and B

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

Course Overview

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

Content

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

NB: Content will depend on semester and student choice

Evidence of Learning

Internal Assessments

Assessment Type 1: Geographical Skills and Application Tasks	60%
Assessment Type 2: Independent Fieldwork Report	30%
Assessment Type 3: Examination (90 minutes)	10%

History A

Faculty Area	Humanities
Prerequisites	Nil
Status	Compulsory
Length of Course	Semester

Course Overview

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

Content

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

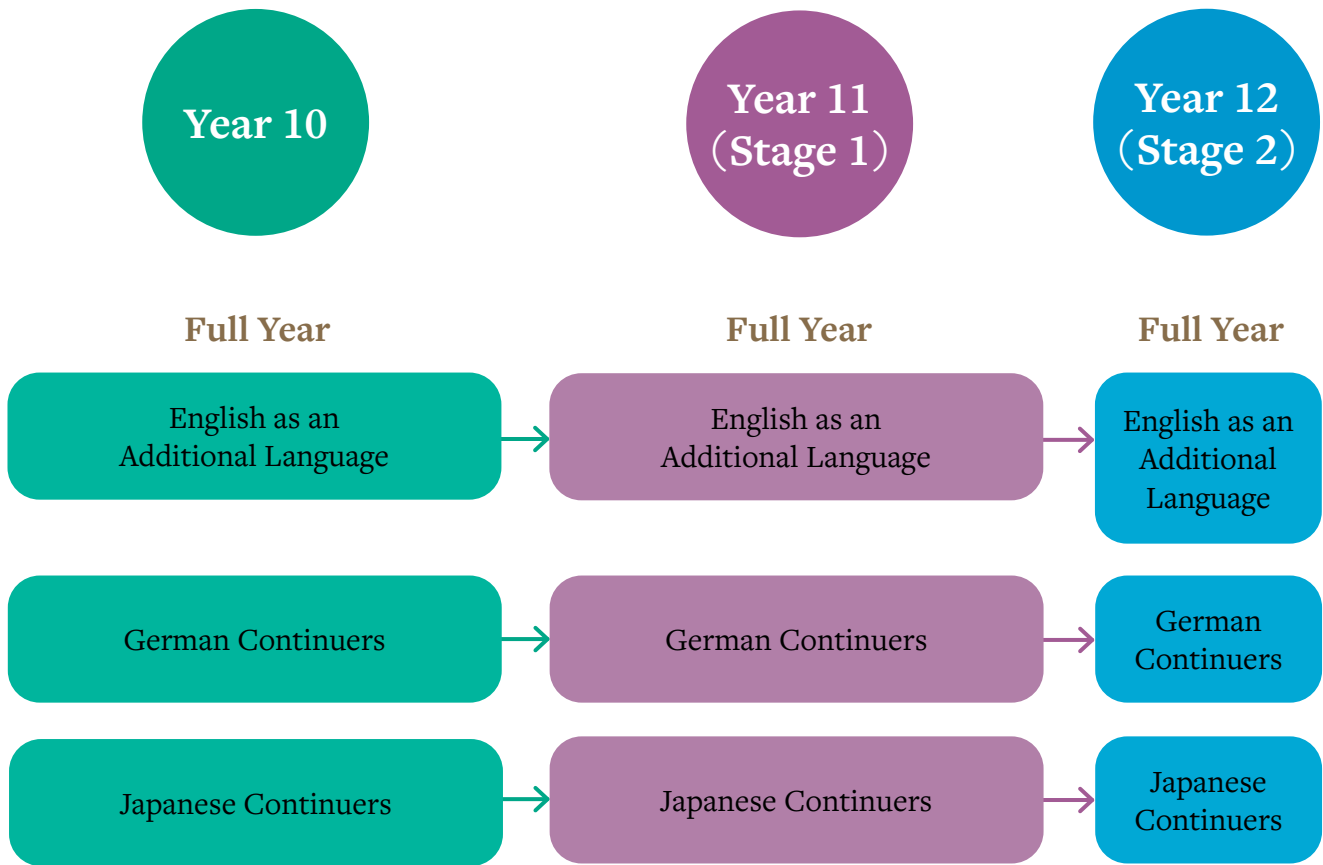
Evidence of Learning

Internal Assessments

Assessment Type 1: Historical Skills	60%
Assessment Type 2: Historical Study	30%
Assessment Type 3: Examination (90 minutes)	10%



LANGUAGES



HEAD OF FACULTY

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

English as an Additional Language

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

German Continuers

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

Course Overview

In German you will have the opportunity to develop and broaden your language skills. The course revolves around the vibrant German speaking nations and their culture. You will improve your language-comprehension skills by reading, listening, and analysing a range of German texts. You will also strengthen your knowledge of the case system and the tenses. 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

- Identity and culture
- Technology
- Free time activities
- Customs and festivals
- Comparative and superlative adjectives and adverbs
- Past, Present, and future tenses
- Indicative, imperative, and subjunctive moods
- Conjunctions
- Reflexive verbs

Evidence of Learning

Internal Assessments

Assessment Type 1: Written Task	20%
Assessment Type 2: Speaking Task	20%
Assessment Type 3: Listening and Reading Task	20%
Assessment Type 4: Project	20%
Assessment Type 5: Examination	20%

Japanese Continuers

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

Course Overview

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

Content

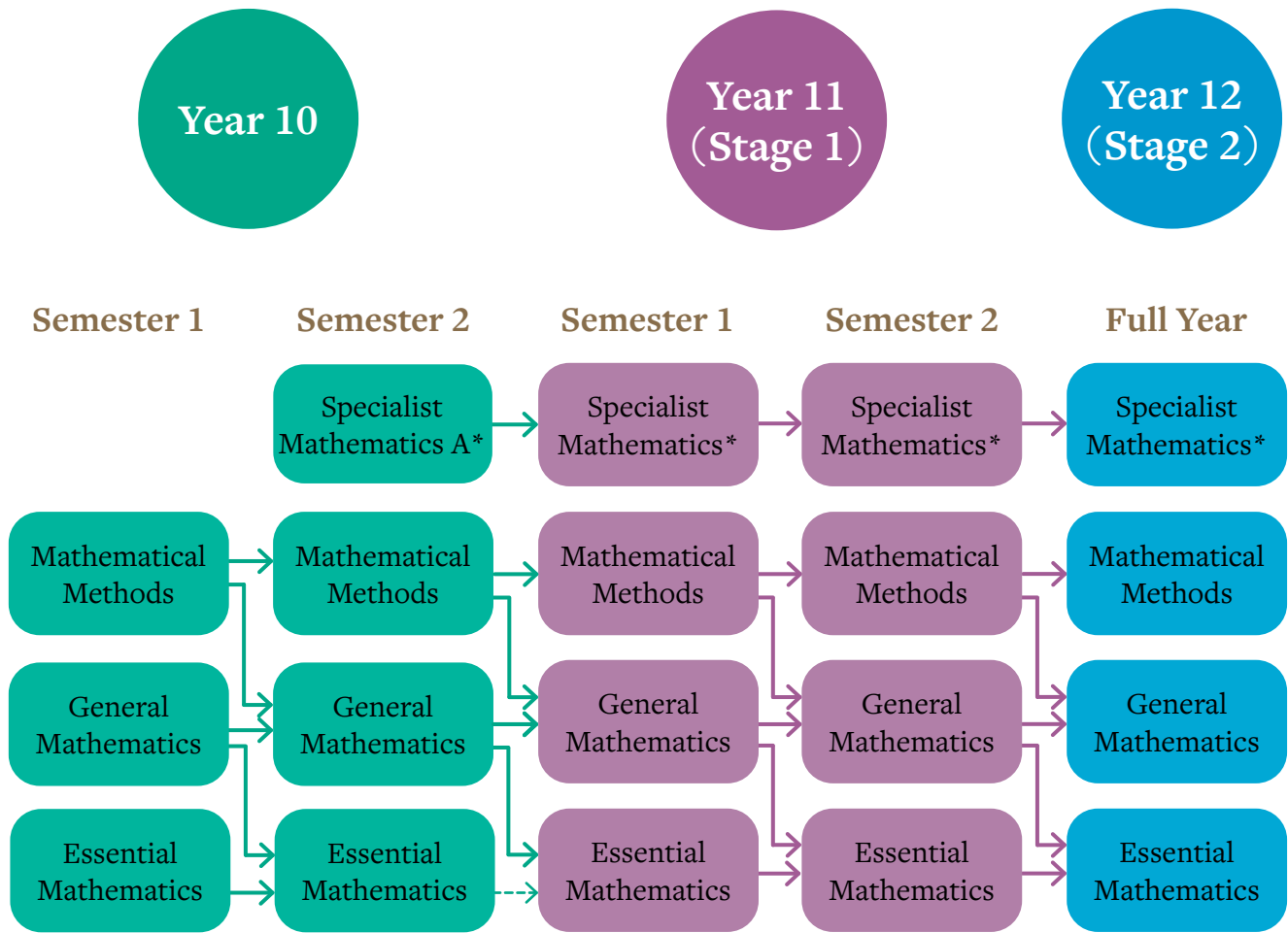
- **Speaking:** You will use single lessons to interact with each other. There are guiding questions from a range of conversation booklets to prepare you for Stage 1 and Stage 2 Japanese.
- **Listening:** You will listen and respond to a number of listening texts.
- **Reading:** You will read a variety of different texts and be introduced to a wide variety of text types in Japanese.
- **Kanji:** You will use flashcards and computer programs such as Quizlet and Blooket to learn the required Kanji. By the end of Year 10, you will have been introduced to 80% of the SACE Kanji requirements.
- **Grammar:** You will learn to identify the different types of verbs and conjugate them into their different forms. This becomes the basis of more complex grammatical structures and is a foundation for Stage 1 and Stage 2 Japanese.

Evidence of Learning

Internal Assessments

Assessment Type 1: Written Task	20%
Assessment Type 2: Speaking Task	20%
Assessment Type 3: Listening and Reading Task	20%
Assessment Type 4: Project	20%
Assessment Type 5: Examination	20%

MATHEMATICS



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

HEAD OF FACULTY

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

Essential Mathematics 1 and 2

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

Course Overview

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

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

Content

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

Evidence of Learning

Internal Assessments

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

A graphics calculator TI-84+ will be provided for this course. If you choose to continue Essential Mathematics in Stage 1 (Year 11), you will need to purchase a Casio fx-CG50AU graphics calculator.

General Mathematics 1 and 2

Faculty Area	Mathematics
Prerequisites	C- (or above) in Year 9 Mathematics and studying Mathematics in Semester 2
Status	Compulsory for you to study at least one level of Mathematics
Length of Course	Full year

Course Overview

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

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

Content

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

Evidence of Learning

Internal Assessments

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

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

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

Mathematical Methods 1 and 2

Faculty Area	Mathematics
Prerequisites	C+ (or above) in Year 9 Enrichment Mathematics and studying Enrichment Mathematics in Semester 2
Status	Compulsory for you to study at least one level of Mathematics
Length of Course	Full year

Course Overview

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

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

Content

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

Evidence of Learning

Internal Assessments

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

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

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

Specialist Mathematics A

Faculty Area	Mathematics
Prerequisites	B- (or above) in Year 9 Enrichment Mathematics and studying Enrichment Mathematics in Semester 2
Status	Must be studied in conjunction with Mathematical Methods (full year course) Compulsory for you to study at least one level of Mathematics
Length of Course	One semester (using one elective spot)

Course Overview

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

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

Content

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

Evidence of Learning

Internal Assessments

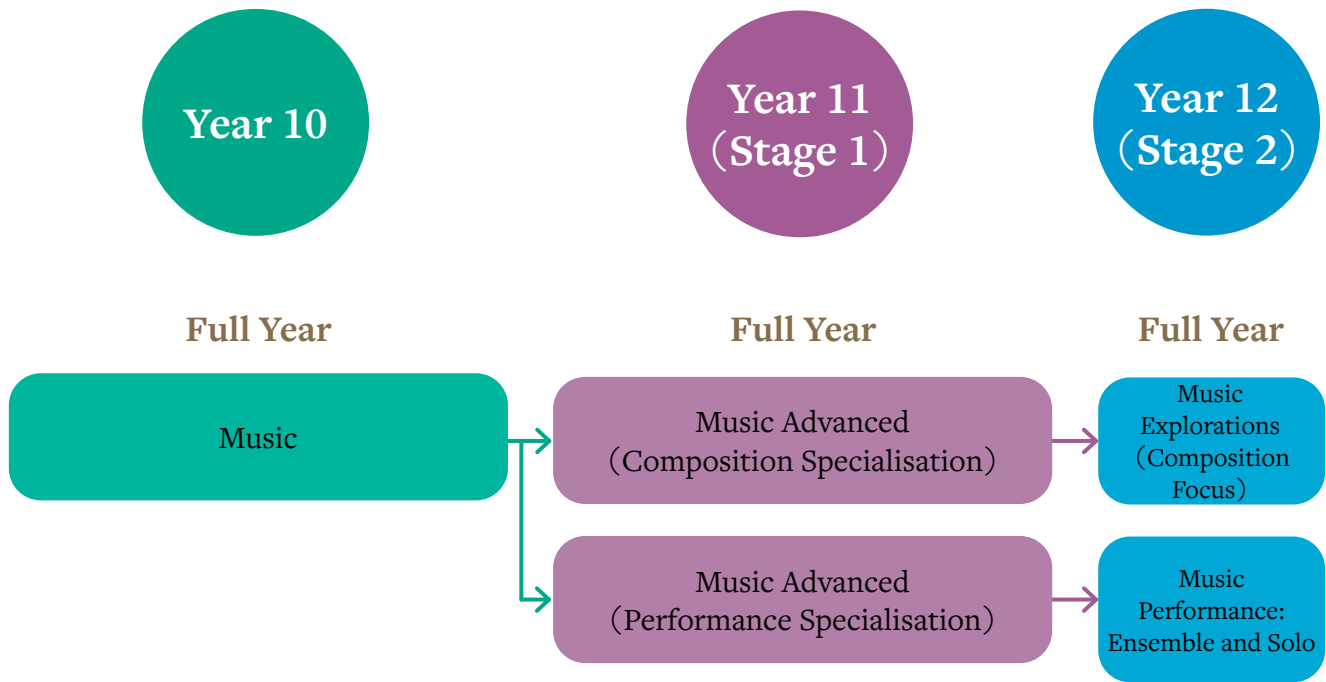
Assessment Type 1: Tests	60%
Assessment Type 2: Investigations	25%
Assessment Type 3: Examinations	15%

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

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



MUSIC



HEAD OF FACULTY

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

Music

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

Assessment Type 1: Creative Works (performance, arrangement/composition)	65%
Assessment Type 2: Musical Literacy (musicianship, analysis, music journey reflection)	35%

OUTDOOR EDUCATION

Year 10

Full Year

Integrated Learning: Future Leaders

Year 11
(Stage 1)

Semester 1

Outdoor
Education A

Semester 2

Outdoor
Education B

Year 12
(Stage 2)

Full Year

Outdoor
Education

HEAD OF FACULTY

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

Integrated Learning: Future Leaders

Faculty Area	Outdoor Education
Credits	20
Prerequisites	Selections are based on performance at the Year 9 Quest camp The subject will not appear for selection in the web preference system
Status	Elective
Length of Course	18 Months

Course Overview

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

Content

- Four-day Rock Climbing Camp: Focuses on skills acquisition and developing a connection with peers, staff and the natural environment.
- Four-day Year 10 Camp at Tuilkilkey Station: Leadership theory is put into practice while participating in activities with fellow Year 10 students.
- Five-day Flinders experience: Students gain further technical outdoor skill refinement through various activities in the Flinders Ranges.
- Six-day Alpine Experience: Students travel by foot and learn snow camping skills in the Victorian High Country. This is not a downhill ski/snowboard trip.
- Students will develop mentoring skills by peer mentoring a Year 7 student.
- The program includes day activities, including a launch day, navigation and climbing training.
- Compulsory meetings occur each Wednesday at lunchtime.

Evidence of Learning

Internal Assessments

Assessment Type 1: Practical Exploration	40%
Assessment Type 2: Personal Venture	40%
Assessment Type 3: Connections - Mentoring	20%

PHYSICAL EDUCATION

Year 10

Semester 1

Physical Education

Specialist
Physical
Education A

Semester 2

Specialist
Physical
Education B

Year 11
(Stage 1)

Semester 1

Physical
Education A

Semester 2

Physical
Education B

Year 12
(Stage 2)

Full Year

Physical
Education

HEAD OF FACULTY

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

Physical Education

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

Specialist Physical Education A and B

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

Course Overview

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

Content

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

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

NB: Content will depend on semester

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

Evidence of Learning

Internal Assessments

Assessment Type 1: Application	30%
Assessment Type 2: Analysis and Evaluation	70%



RELIGIOUS AND VALUES EDUCATION

Year 10

Semester 1

Semester 2

Spiritualities, Religion and Meaning
(RAVE)

Year 11
(Stage 1)

Semester 1

Semester 2

Year 12
(Stage 2)

Full Year

HEAD OF FACULTY

Marty Fox, Head of RAVE

Email: fox_m@woodcroft.sa.edu.au

Stage 1

Spiritualities, Religion and Meaning (RAVE)

Faculty Area	Religious and Values Education
Credits	10 (two lessons per week)
Prerequisites	Nil
Status	Compulsory
Length of Course	Full year

Content

Stage 1 Spiritualities, Religion, and Meaning supports you to use ‘big ideas’ to explore issues, concepts, and ideas connected to different spiritualities and religions.

You will develop and demonstrate your understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films.

You will collaborate with others to develop, apply, and reflect on your understanding of some spiritual and/or religious principles that underpin social justice actions within the school or broader community; and you will investigate a contemporary issue linked to one of the big ideas.

Big ideas

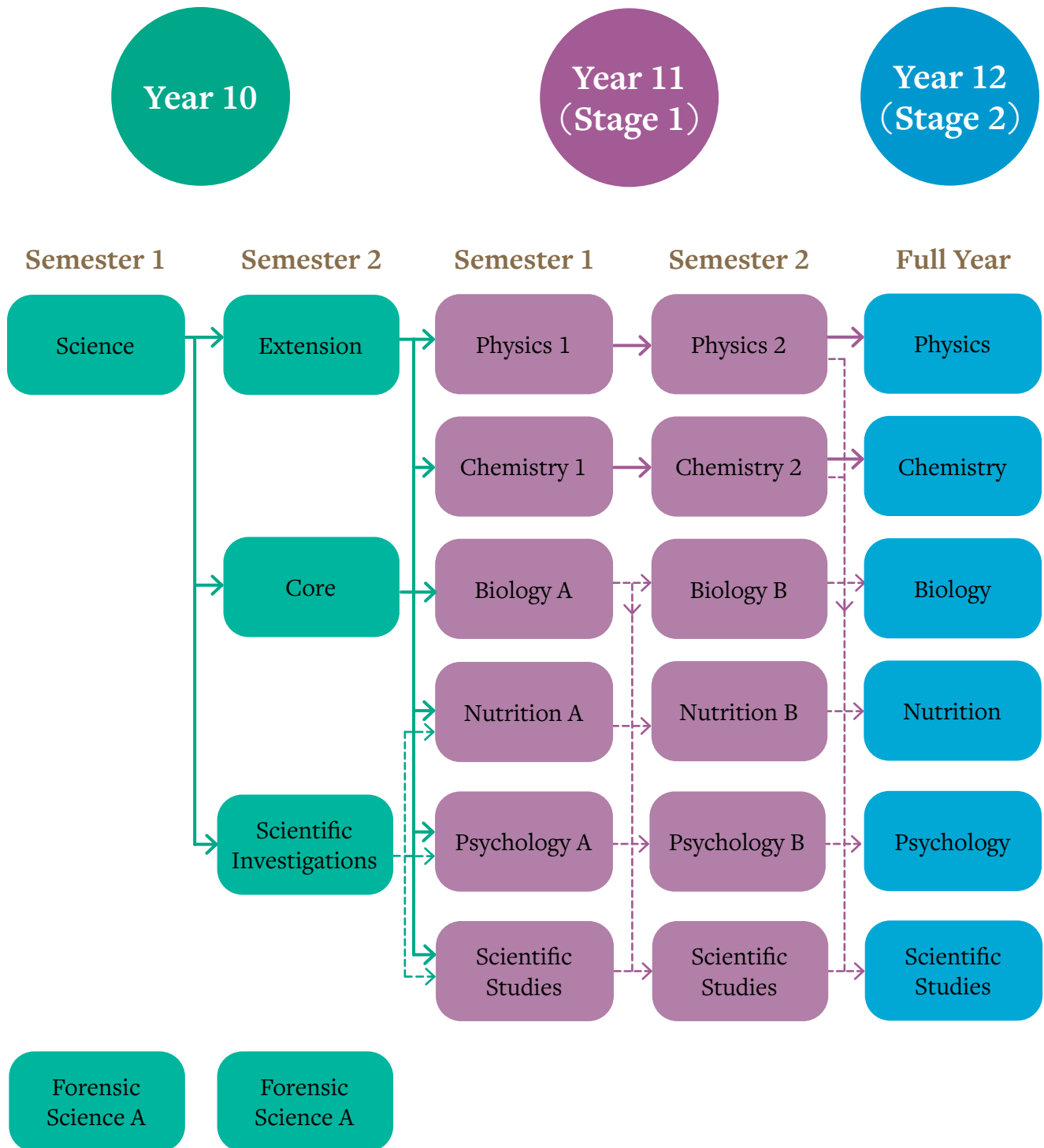
- Growth, belonging, and flourishing
- Community, justice, and diversity
- Story, visions, and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe, and integral ecology
- Evil and suffering

Evidence of Learning

Internal Assessments

Assessment Type 1: Representations	40%
Assessment Type 2: Connections	30%
Assessment Type 3: Issues Investigation	30%

SCIENCES



HEAD OF FACULTY

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

Science

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

Course Overview

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

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

Content

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

Evidence of Learning

Internal Assessments

Assessment Type 1: Investigations Folio

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

Assessment Type 2: Skills and Applications Tasks

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

Forensic Science A

Faculty Area	Sciences
Prerequisites	Nil
Status	Elective
Length of Course	Semester

Course Overview

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

You will learn through hands on activities that include:

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

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

Evidence of Learning

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

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

Internal Assessments

- | | |
|---|-----|
| • Assessment Type 1: Investigations Folio | 60% |
| • Assessment Type 2: Skills and Application Tasks | 40% |



Social
Equity

COMMUNITY

HEALTHY

Nutrition

CRIME SCENE NOTES

Crime Scene
Location:

Date: 1/15

Case #:

Officer: JVS

to body
Cup
on could tell where...



VISUAL ARTS

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

HEAD OF FACULTY

Skye St George, Head of Art

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Design A and B

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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

Photography A and B

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

Assessment Type 1:

- Product (Plus Practical Statement) 50%

Assessment Type 2:

- Inquiry 20%
- Practical Skills 30%

Visual Arts A and B

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

Course Overview

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

Content

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

Evidence of Learning

Internal Assessments

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





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