



# **Avenues College**

## **CURRICULUM INFORMATION 2021**

### **Year 11 Subject Selections**

## ARTS: VISUAL ARTS 1VAA10 or 20

### Course Description

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio-visual techniques. Students use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

### Content

- Folio: Students produce one folio that documents their visual learning, in support of their one or two works of art or design
- Practical: Students produce one or two practicals. One may be a minor work
- Students prepare a written statement for one practical (maximum of 250 words)
- Visual Study: This should be between eight and twelve A3 sheets of practical study, a maximum of 750 words if written or a maximum of 5 minutes if oral

**Assessment Components :** Folio (30%), Practical (40%), Visual Study (30%)

### Additional Information

This subject leads to Stage 2 Visual Art.

It is strongly recommended students study at least 1 semester of Visual Arts before choosing Stage 2 Visual Arts or Creative Arts.

## ARTS: CREATIVE ARTS 1CVA10

### Course Description

Students undertake a specialised study within or across one or multiple arts disciplines. They actively participate in the development and presentation of creative arts products and develop personal strengths through specialisation in an area of creative arts. These may take the form of visual art, craft and design works, digital media, film and video, public arts projects and community performances, presentations, installations and other art forms. This subject is suitable for students interested in any or a combination of a few arts disciplines.

### Content

- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice

**Assessment Components :** Folio (60%), Product (40%)

### Additional Information

This leads to Stage 2 Visual Arts & Stage 2 Creative Arts.

It is strongly recommended students study at least 1 semester of Media Arts in Year 10 before choosing Stage 1 Creative Arts.

## ARTS: MUSIC EXPERIENCE 1MXE10 or 20

### Course Description

In Music Experience students engage in musical activities such as performing, composing, arranging, improvising, researching and developing and applying music technologies. Students appreciate the value of working collaboratively and present musical works.

### Content

- Ensemble Performance
- Solo Performance
- Mixing Class Band on Pro Tools Computer Software
- Stage Presence Techniques
- Aural and Rhythmic Dictation
- Song Writing

**Assessment Components :** 2 Class Band Assessments, 2 Solo Assessments, attend instrumental lessons, complete research and written tasks, Aural testing, Songwriting and Pro tools Assignments.

### Additional Information

Pre-requisites: Successful completion (C grade or better) of Year 10 Music 1 or 2 semesters.

This subject leads to Solo Performance, Ensemble Performance and Individual Study in Stage 2.

## ENGLISH 1ESH20

### Course Description

Over the course of a semester students will read, view and listen to a range of texts and create a variety of responses. Tasks will have specific purposes such as to inform, analyse or persuade. The course requires students to examine the content, ideas and themes of a text as well as structure and intentions of the author. When creating original texts students will demonstrate their ability to control language and utilise English conventions.

### Content may include but is not limited to

- Analysis of Novels/Extended Prose, Poetry/Song Lyrics
- Creation of Essays, Websites, Reports
- Analysis of Films, Media/Electronic/Advertising texts

**Assessment Components** : Within any component tasks may be written, oral or multimodal. Written tasks must be a maximum of 800 words and oral tasks a maximum of 5 minutes. Oral tasks must be recorded for moderation purposes.

### Additional Information

Students must achieve a B grade or higher in Year 10 for entrance into this course. This subject is compulsory for a full year. The course is split into two separate semesters to provide maximum flexibility for students. Students must complete this course (both semesters) with a C grade or higher to meet the requirements for SACE.

## ENGLISH AS AN ADDITIONAL LANGUAGE 1EAL20

### Course Description

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. Students develop skills in communication, comprehension research and academic study.

### Content

- The topics and themes studied are flexible and dependent on the interests of students. Students complete both oral and written responses to texts.
- Responses may include a narrative, essay, formal letter, review, multimodal article, a podcast, role play, video, magazine article.

**Assessment Components** : Responding to texts, Interactive study, Applied language activity.

### Additional Information

This subject leads to Stage 2 EAL which is an ATAR subject. Students must complete both semesters with a C grade or better to meet the requirements for SACE.

## ENGLISH: ESSENTIAL ENGLISH 1ETE20

### Course Description

Through Essential English students will read, respond to and produce a range of texts. The focus is on the ways in which students use language to establish and maintain effective connections and interactions with other people. Learning will require students to consider how language is used in a variety of vocational, cultural and social contexts. Through developing their skills students will be able to demonstrate control of language in a range of settings.

### Content may include but is not limited to

- Analysis of novels, drama scripts or live performances
- Creation of Essays, Recounts, Reflections, Reviews
- Analysis of media, advertising texts or films
- Creation of Speeches or Visual/Creative responses

**Assessment Components** : Within either component tasks may be written, oral or multimodal. Written tasks must be a maximum of 800 words and oral tasks a maximum of 5 minutes. Oral tasks must be recorded for moderation purposes.

### Additional Information

This subject is compulsory for a full year. The course is split into two separate semesters to provide maximum flexibility for students. Students must complete this course (both semesters) with a C grade or higher to meet the requirements for SACE.

## HASS: MODERN HISTORY 1MOD 10

### Course Description

In Modern History at Stage 1, students study changes within the world since 1750, examining social movements of significance, the ideas that they were based on, and their short-term and long-term consequences for societies, systems and individuals. Students study the impact these developments and movements have had on peoples' lives and the motivating and causal factors which create change over time. During the course students will examine how groups, individuals and institutions challenged the political, social and economic fabric of societies to change the course of history.

### Content

Two topics will be chosen from a list of six, these being; Imperialism, Decolonisation, Indigenous Rights, Social Movements, Revolution and an Elective. Within the topics chosen there will be a degree of content choice and the opportunity for various historical skills to be developed.

**Assessment Components** : Students will be required to complete 4 written, oral or multimodal tasks with a maximum word limit of 1000 words or 6 minutes in length if done in an oral format.

### Additional Information

Students must achieve a B grade or higher in Year 10 for entrance into this course. Successful completion of this course will attract 10 SACE Credits.

## HASS: ABORIGINAL STUDIES 1ABG 10

### Course Description

In Aboriginal Studies, students learn from and with Aboriginal peoples, communities and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts and literature.

### Content

- Content may include working with the Aboriginal community/peoples and listening to their stories, accomplishments and campaigns. Excursions to art galleries, museums and further afield to study land management may also be included.

**Assessment Components** : For 1 Semester, students provide evidence of their learning through 4 assessments

### Additional Information

Students can choose to study this subject for 1 Semester for 10 credits or 2 Semesters for 20 credits.

This leads to Stage 2 Aboriginal Studies

## MATHS: MATHEMATICS 1MAM 20

### Course Description

Mathematics develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

### Content may include but is not limited to

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting
- Introductory Calculus
- Growth and Decay

**Assessment Components** : Mathematical Investigation Tasks (25%); Skills and Application Tasks (75%)

### Additional Information

Two semester course

Stage 1 Mathematics 1 & 2 provides the foundation for further study in mathematics in Stage 2 Mathematical Methods B or better in two semesters of Year 10 Mathematics AND Successful completion of Year 10 Mathematics Extension

## MATHS: MATHEMATICS C - 1MAM 10 (SEMESTER 2)

### Course Description

Mathematics develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

### Content

- Vectors in the Plane
- Real and Complex Numbers
- Further Trigonometry

**Assessment Components** : Mathematical Investigation Tasks (25%); Skills and Application Tasks (75%)

### Additional Information

Semester 2 only taken with Mathematics 1 & 2

Stage 1 Mathematics 3 provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and/or Stage 2 Specialist Mathematics. B or better in two semesters of Year 10 Mathematics

Successful completion of Year 10 Mathematics Extension

## MATHS: GENERAL MATHEMATICS 1MGM20

### Course Description

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problems-based approach is integral to the development of mathematical models and the associated key ideas. General Mathematics is recommended for pathways with a non-specialised background in mathematics.

### Content

- Investing and borrowing
- Measurement
- Statistics
- Applications of trigonometry
- Matrices and networks
- Linear and exponential functions

**Assessment Components** : Skills and Application tasks (65%) Mathematical Investigations (35%)

### Additional Information

Two semester course. Recommended for students interested in SACE stage 2 General Mathematics/ STEM pathway

Prerequisites:

Successful completion of Year 10 Mathematics, C or better

Successful completion of Year 10 Mathematics Extension recommended

## MATHS: ESSENTIAL MATHEMATICS 1 NUMERACY 1MEM 10

### Course Description

Essential Mathematics A Numeracy is designed for students who are seeking to meet the SACE numeracy requirement but not follow a Mathematics pathway. Students develop mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

### Content

- Calculations, time, and rates
- Earning and spending
- Measurement

**Assessment Components** : Students provide evidence of their learning through four assessments determined by the teacher. Each assessment type should have a weighting of at least 20%. Students undertake: at least two skills and applications tasks and at least one folio task

### Additional Information

Single semester course, available semester one only

## MATHS: ESSENTIAL MATHEMATICS 1MEM 20

### Course Description

Essential Mathematics is designed for students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

### Content

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

**Assessment Components :** Over two semesters students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake: at least four skills and applications tasks and at least two folio tasks.

### Additional Information

Two semester course

Recommended for students interested in SACE Stage 2 Essential Mathematics / STEM/ vocational pathway

Successful completion of Year 10 Mathematics required

## SCIENCE: BIOLOGY 1BGY 10 or 20

### Course Description

Students develop their understanding of Biology through inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students develop their knowledge through practical investigations and research. Students will have the opportunity to investigate aquaculture systems.

### Content

- Cells and microorganisms
- Infectious disease
- Multicellular organisms
- Biodiversity and ecosystem dynamics

**Assessment Components :** Investigations Folio (60%), Skills and Application Tasks (40%)

### Additional Information

1 or 2 Semesters

Prerequisites: Successful completion of Year 10 science, Science extension recommended

Recommended for students interested in SACE Stage 2 Biology / STEM pathway

## SCIENCE: PSYCHOLOGY 1PSC 10 or 20

### Course Description

Students to understand their own behaviours and the behaviours of others through the study of Psychology. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, health, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

### Content

- Introduction to Psychology
- Social Behaviour
- Intelligence and Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

**Assessment Components :** Folio tasks (40%), Skills and Application Tasks (60%)

### Additional Information

1 or 2 Semesters

Prerequisites: Successful completion of Year 10 science

Recommended for students interested in SACE Stage 2 Psychology

## SCIENCE: CHEMISTRY 1CEM 20

### Course Description

Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

### Content

- Materials and their atoms
- Mixtures and solutions
- Combinations of atoms
- Acid and bases
- Molecules
- Redox reactions

**Assessment Components :** Investigations Folio (40%), Skills and Applications Tasks (60%)

### Additional Information

Full Year Subject ONLY

Prerequisites: Successful completion of Year 10 science, Successful completion of science extension required

Recommended for students interested in SACE Stage 2Chemistry / STEM pathway

## SCIENCE: PHYSICS 1PYI 20

### Course Description

Students develop knowledge and understanding to better understand matter, forces, energy, and the interaction among them. Students will learn to use Physics to explain natural phenomena, from the subatomic world to the macrocosmos.

### Content

- Linear motion and forces
- Energy and momentum
- Electric circuits
- Waves
- Heat
- Nuclear models and radioactivity.

**Assessment Components :** Investigations Folio (50%), Skills and Applications Tasks (50%)

### Additional Information

Full Year Subject ONLY

Prerequisites: Successful completion of Year 10 science, Successful completion of science extension required

Recommended for students interested in SACE Stage 2Physics / STEM pathway

## HPE: PHYSICAL EDUCATION 1PHE 10 or 20

### Course Description

Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices.

### Content

- Develop an understanding of the health and wellbeing status of individuals, communities and global societies.
- Explore principles and frameworks relating to health and wellbeing.
- Explore the health determinants that exist and strategies that can be implemented to improve lifestyle decisions.
- Evaluate current trends and issues that impact health and wellbeing.
- Provide opportunities to make responsible choices and decisions in a rapidly changing world.
- Reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.
- Explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

## PHYSICAL EDUCATION 1PHD 10 or 20

### Course Description

Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices.

### Content

- Develop an understanding of the health and wellbeing status of individuals, communities and global societies.
- Explore the health determinants that exist and strategies that can be implemented to improve lifestyle decisions.
- Provide opportunities to make responsible choices and decisions in a rapidly changing world.
- Explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.
- Explore principles and frameworks relating to health and wellbeing.
- Evaluate current trends and issues that impact health and wellbeing.
- Reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

### Assessment Components :

#### Semester Course (Three Assessments)

- Assessment Type 1 : Practical Action Task(s)
- Assessment Type 2 : Issue Inquiry Task(s)
- Assessment Type 3 : Investigation Task(s)

### Additional Information

Students intending to select Physical Education at Year 12 are strongly recommended to choose Physical Education A and B in Year 11.

Prerequisites : Students must have obtained an A or B grade in Year 10 PE.



## CROSS DISCIPLINARY : SPORTS STUDIES (INTEGRATED LEARNING) 1ILN 10 or 20

### Course Description

Students complete three sports focusing on skill development and teamwork. Students are also involved in group work and complete an individual sports related project.

### Content

- Two - three sports journaling their development
- A group activity
- An individual sports related project of the student's choice

**Assessment Components :** Practical (50%), Group Activity (25%), Major Project (25%)

### Additional Information

Students must have successfully completed at least 1 semester of Year 10 PE.

## DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS (FURNITURE) 1MRS 10

### Course Description

In Material Solutions (Furniture) students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

### Content

- Developing, making and evaluating a product
- Static machine/power tool operations
- Finishing and sanding operations
- Safe working procedures
- Analysing products and processes involving real world design problems
- CAD drawing

**Assessment Components :** Specialise Skills Tasks (40%), Design Process & Solution (60%)

### Additional Information

Experience with Woodwork at Year 10 would be an advantage. Leads to Stage 2 Furniture Construction. A fee may apply depending on student project selection.

## DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS (METAL ENGINEERING) 1MRS 10

### Course Description

In Material Solutions (Metal Engineering) students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

### Content

- Centre lathe and basic turning operations on both ferrous and non ferrous metals
- Developing skills in MIG welding
- Designing, making and evaluating an integral part of a quick action clamp
- Hand/machine tools skills in performing basic fitting operations including tapping and threading
- Analysing products and processes involving real world design problems
- Safe working procedures

**Assessment Components :** Specialise Skills Tasks (40%), Design Process & Solution (60%)

### Additional Information

Experience in Metalwork at Year 10 is recommended. Leads to Stage 2 Metal Engineering. A fee may apply depending on student project selection.

**DESIGN, TECHNOLOGY & ENGINEERING - COMMUNICATION SOLUTIONS (PHOTOGRAPHY) 1DCS 10****Course Description**

In Photography students utilise Digital SLR camera techniques and photographic editing software to design products that communicate information through various media both traditional and digital.

**Content**

- Use of the digital SLR Camera
- Analysing products and processes
- Composition skills
- Designing, making and evaluating digital and published products
- Digital manipulation of photographs

**Assessment Components** : Specialise Skills Tasks (40%), Design Process & Solution (60%)

**Additional Information**

Experience with Photography at Year 10 is recommended. Leads to Stage 2 Photography. A fee may apply depending on student project selection.

**DESIGN, TECHNOLOGY & ENGINEERING - COMMUNICATION SOLUTIONS (CAD) 1DCS 10****Course Description**

In Communication Products – Computer Aided Design students will use software and appropriate hardware to produce designed outcomes. Students will have the opportunity to research, design and produce prototypes using additive manufacturing technology. Students will demonstrate the knowledge and skills associated with using CAD software to communicate design thinking in both 2D and 3D formats.

**Content**

- Students develop skills in the use of CAD software
- Prototyping of designed products will utilise new technologies eg 3D printing and laser cutting
- Develop skills in producing appropriate rendered images of designed products
- Completed work will be presented in digital format for marking
- Analyse products and processes involving real world design problems

**Assessment Components** : Specialise Skills Tasks (40%), Design Process & Solution (60%)

**Additional Information**

Experience with CAD at Year 10 would be an advantage. Leads to Stage 2 Industrial CAD. A fee may apply depending on student project selection.

**DESIGN, TECHNOLOGY & ENGINEERING - COMMUNICATION SOLUTIONS (DIGITAL TECHNOLOGIES) 1DGT 10****Course Description**

In Digital Technologies students will create practical, innovative solutions to problems of interest. Student will extract, interpret real-world data sets within the school community to identify trends and examine sustainable digital solutions

**Content**

- Analysing Data / Algorithms
- Computational thinking skills
- Designing and Programming
- Make ethical considerations on real world problems
- Produce innovative solutions or prototypes

**Assessment Components** : Specialise Skills Tasks (40%), Design Process & Solution (60%)

**Additional Information**

Preferred C or better in Year 10 Digital Technology and C in 10 Mathematics. This is a practical course that requires access to a computer outside normal lessons.

## BUSINESS, ENTERPRISE & TECHNOLOGY: BUSINESS INNOVATIONS 1BUE 10

### Course Description

Students explore both start-up and existing businesses. They work collaboratively to find and solve real-world problems. Financial awareness and decision-making will be extended to create business models for start-up and/or existing businesses. Focus is on finding and solving customer problems or needs through design thinking towards understanding how designed businesses succeed.

### Content:

- nature and structure of business
- forms of ownership and legal responsibilities
- Marketing and communication in business
- Entrepreneurship; the enterprising person
- Opportunities presented by digital and emerging technologies.

**Assessment Components :** Folio (50%), Practical (25%), Issues Study (25%)

### Additional Information

Semester Course Only. Leads to Stage 2 Business and Enterprise

## HPE: FOOD AND HOSPITALITY 1FOH 10 or 20

### Course Description

This topic investigates safe food handling issues. We look at food preparation and presentation, including cultural influences on eating patterns in Australia. We also investigate issues related to catering for small functions, as well as current trends in hospitality. We will develop practical and organisational skills working individually or as part of a group.

### Content

- Celebration food
- Cultural influences on food in Australia
- Fair Trade
- Australian Native Food
- Healthy eating, planning & recipe adaption
- Critical analysis of contemporary food trends
- Safety & Hygiene

**Assessment Components :** Practical Activity (50%), Group Activity (25%), Investigation (25%)

### Additional Information

Leads to Stage 2 Food and Hospitality.

## HPE: CHILD STUDIES 1CSD 10

### Course Description

Students examine the period of childhood from conception to eight years and issues related to the growth, health and wellbeing of children. They will examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children.

### Content

- The nature of childhood, socialisation and development of children
- Children in wider society
- Children's rights and safety (safety issues for children)
- Child's nutrition—growth—development

**Assessment Components :** Practical Activities (50%), Group Activity (25%), Investigation (25%)

### Additional Information

This subject leads to Stage 2 Child Studies.

## LANGUAGES: AUSLAN (CONTINUERS) 1AUC 20

### Course Description

Throughout this course students will develop the skills needed for communicating meaningfully and purposely in Auslan, develop and apply linguistic and intercultural knowledge, understanding, and skills, as well as developing an understanding of Deaf culture and Deaf identity.

### Content

- The Individual: Personal identity, Relationships
- The Deaf and Hearing Communities: Lifestyles, Arts and Entertainment, Development of the deaf community, values, attitudes, beliefs
- The Changing World: Technology, The world of work, Travel, Social issues

**Assessment Components** : Informal Signed Assessment, Formal Signed Assessment, Text Analysis, Investigation.

### Additional Information

All assessments are equally rated. This is only offered as a FULL YEAR course. Leads to Stage 2 Auslan.

## CROSS DISCIPLINARY: INTRODUCTION TO RESEARCH PRACTICE SKILLS 1RRP 10

### Course Description

This subject will prepare students for the Research Project, a Stage 2 compulsory subject. Students will gain an understanding of the different research processes involved in conducting research.

### Content:

- Critically evaluating sources for validity and reliability
- Conducting surveys and interviews
- Annotating articles
- Exploring the different types of referencing
- Exploring the issues of ethical practices

**Assessment Components** : will be required to complete an investigation using a range of research practices.

### Additional Information

This is a compulsory semester course and is worth 10 SACE credits. It will occur in Semester 1.

## CROSS DISCIPLINARY: RESEARCH PROJECT (SEMESTER) 2RPA 10 OR 2RPB 10

### Course Description

Through the Research Project students are presented with the opportunity to explore an area of personal interest. They apply the research framework in order to develop relevant knowledge, skills and understanding relating to their chosen topic and they explore the concept of one or more SACE capabilities, and how it/they can be developed in the context of their research.

### Content: in this subject students will

- Generate ideas to plan and develop a research project
- Analyse information and explore ideas to develop their research
- Understand and develop one or more capabilities in the context of their research
- Produce and substantiate a research outcome
- Develop specific knowledge and skills
- Evaluate their research

**Assessment Components** : Folio (30%), Research Outcome (40%), Research Project B - Evaluation (30%) or Research Project A - Review (30%)

### Additional Information

Students enrol in either Research Project A or Research Project B. The evaluation for Research Project B must be written. Students can choose to present their review for Research Project A in written, oral, or multimodal form.