



**Avenues  
College**

# **2024 Course Handbook**

**Year 12**



YEAR 12

# The Arts

## MUSIC PERFORMANCE - ENSEMBLE

**Length:** Year (10 SACE credits)

**Prerequisites:** C grade or better in Stage 1 Music Experience

### Course Description

This subject develops students' performance skills on an instrument or voice, within a group. Musicianship, technical proficiency, the ability to interact musically with others and to perform a range of works that engage an audience are all developed. Students perform on only one instrument or the voice. Students may perform as a vocalist and as an instrumentalist. Students prepare and present three public performances, comprising two initial performances and one final performance totalling 20 minutes.

### Content

- Participation in a band/ensemble (2 or more performers)
- 3 Performance Assessments (6-8 minutes each)

### Assessment Components

- Performance only (30%)
- Performance + Discussion (40%)
- Performance + Evaluation (30%)

### Additional Information

This is an ATAR subject.  
If students are wishing to study music at University, they must choose Music Performance - Solo to make up 20 credits.

## MUSIC PERFORMANCE - SOLO

**Length:** Year (10 SACE credits)

**Prerequisites:** C grade or better in Stage 1 Music Experience

### Course Description

This subject extends student musicianship and technical proficiency on either a chosen instrument or voice. Students also develop skills in solo performance, engaging an audience, and preparing and presenting a repertoire.

### Content

- Perform as an instrumentalist and/or vocal soloist
- 3 Performance Assessments (6-8 minutes)

### Assessment Components

- Performance only (30%)
- Performance + Discussion (40%)
- Performance + Evaluation (30%)

### Additional Information

This is an ATAR subject.  
If students are wishing to study music at University, they must choose Music Performance - Ensemble to make up 20 credits.



YEAR 12

# The Arts

## VISUAL ARTS

**Length:** Year (20 SACE Credits)

**Prerequisites:** C grade or better in Stage 1 Visual Arts

### Course Description

Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques. Students have opportunities to research, understand and reflect upon visual art works in cultural and historical contexts.

### Content

- Students produce one folio that documents their visual learning, in support of their two works of art or design
- Students produce two practicals
- Students prepare two written statements for each practical. (maximum of 500 words each)
- Students produce one Visual Study

### Assessment Components

- Folio (40%)
- Practical (30%)
- External Assessment - Visual Study (30%)

### Additional Information

This is an ATAR subject.

Leads to further tertiary studies at both University and TAFE.

## CREATIVE ARTS

**Length:** Year (20 SACE Credits)

**Prerequisites:** Stage 1 creative Arts or Visual Arts, Minimum C grade or better.

### Course Description

Students undertake a specialised study within one or across 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 is an ATAR subject.

Leads to further tertiary studies at both University and TAFE.



YEAR 12

# Cross-disciplinary

## BUSINESS INNOVATION

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil, but experience with Business Innovation at Stage 1 would be an advantage

### Course Description

Students 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. Students work collaboratively, learn to innovate, and think like designers in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions in a business environment, and make decisions based on incomplete information. Students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Students develop, understand and apply their critical and creative thinking skills. They are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business.

### Content

- Students extend their understanding of business concepts, including the nature and structure of business, key business functions, forms of ownership, and legal responsibilities. They explore and analyse opportunities presented by digital and emerging technologies.
- Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment influenced by change and uncertainty.

### Assessment Components

- Business Skills (40%)
- Business Model (30%)
- Business Plan and Pitch (30%).

### Additional Information

This is an ATAR subject.

## INFORMATION PROCESSING AND PUBLISHING (IPP)

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil

### Course Description

Students study information technology systems, software and hardware for desktop publishing purposes. This subject focusses on the application of practical skills to provide creative solutions to text-based communication tasks, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. Students develop creative products for publication and critically evaluate the development process. They gain an understanding of the potential of the Adobe Design suite in creating documents for publication. Students are well equipped with software and hardware knowledge and skills, which are applied to design documents.

### Content

- ICT issues analysis
- Production and documentation

### Assessment Components

- Skills and Applications Assessment (40%)
- Issues Analysis (30%)
- External Assessment (30%).

### Additional Information

This is an ATAR subject.

Recommended for students interested in Graphic Design and design pathways.



YEAR 12

# Cross-disciplinary

## WORKPLACE PRACTICES

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil

### Course Description

Students develop their knowledge and understanding of the nature, type and structure of the workplace, and they learn about important aspects of industrial relations, including Workplace Health & Safety (WHS). Workplace Practices accredits the learning students already do through part-time work, VET, volunteering or caring responsibilities.

### Content

- Finding employment
- WHS in the Workplace
- Resume development and applying for work
- Exploring your strengths and potential career pathways

### Assessment Components

- Folio Tasks (25%)
- Performance Task (25%)
- Reflections (20%)
- Investigation (30%)

### Additional Information

These important transition studies can also be counted as an ATAR subject.



YEAR 12

# English

## ENGLISH

**Length:** Year (20 SACE credits)

**Prerequisites:** B grade or better in Stage 1 English

### Course Description

This course is designed to expose students to a range of different texts and writing styles. Learning focuses on developing a deep understanding of the ways language is used for a variety of purposes in a range of contexts. Students will be asked to analyse their personal connections with texts as well as the content, structure, language features and author's intention.

### Content

- Analysis of novels, drama scripts or live performances
- Analysis of media or advertising texts or films
- Creation of essays, recounts, reflections, reviews
- Creation of speeches or visual/ creative responses

### Assessment Components

Assessment tasks may be written, oral or multimodal. Any spoken task must be recorded for moderation purposes.

- 3 Responding to Text tasks (30%),
- 4 Creating Texts tasks (40%)
- 1 externally-assessed Comparative Analysis (30%)

### Additional Information

This is an ATAR subject.

Attending live performances may require small financial contributions from students.

## ESSENTIAL ENGLISH

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in Stage 1 English or Essential English

### Course Description

Through this course students will read, respond to, and produce texts. The focus is on the ways in which students use language to establish and maintain effective connections and interactions with people in different contexts. Learning will require students to consider the language used in a range 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

- Analysis of novels, drama scripts or live performances
- Analysis of media, advertising or films
- Creation of essays, recounts, reflections, reviews
- Creation of speeches or visual/creative responses

### Assessment Components

Assessment tasks may be written, oral or multimodal. Any spoken task must be recorded for moderation purposes.

- 3 Responding to Text tasks (30%)
- 3 Creating Texts tasks (40%)
- 1 externally-assessed Language Report (30%)

### Additional Information

This is an ATAR subject.

Attending live performances may require small financial contributions from students.



YEAR 12

# Humanities and Social Sciences (HASS)

## MODERN HISTORY

**Length:** Year (20 SACE credits)

**Prerequisites:** B grade or better in Stage 1 Modern History

### Course Description

Students investigate the growth of modern nations during a period of rapid change. Students study one nation in depth and the interactions that occur between nations on a global scale. The period of time being studied is primarily in the twentieth century.

### Content

The course has two major areas of study, "Modern Nations" where one nation is chosen for intensive investigation - these countries include Australia, the USA, Germany, the Soviet Union and Russia, Indonesia and China. The second part of the course looks at the world since 1945 and the changing world order.

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### Assessment Components

Students provide evidence of their learning through seven assessments including the external exam.

### Additional Information

This is an ATAR subject.



YEAR 12

# Health and Physical Education

## CHILD STUDIES (INTEGRATED LEARNING)

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil, but successful completion of Stage 1 Child Studies would be an advantage

### Course Description

This subject allows students to explore key areas of study linked to the SACE capabilities. In this program students will focus on examining the period of childhood from conception to eight years, and issues related to the growth, health, and wellbeing of children.

### Content

- Cooking for special needs
- Children's health and nutrition
- Cultures in child care
- Investigate and design a children's story book
- Project of own choice

### Assessment Components

- Folio and discussion (20%)
- Group Activity (20%)
- Practical (30%)
- External Project (30%)

### Additional Information

This is an ATAR subject.

This subject is suitable for students who are interested in a future career in child care or in teaching.

## FOOD AND HOSPITALITY

**Length:** Year (20 SACE credits)

**Prerequisites:** Successful completion of Year 11 Food Technology course.

### Course Description

Students will develop practical, organisational and research skills. Students work individually and in groups to plan, organise and implement a range of practical activities. Students identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis.

### Content

- Methods of food selection, preparation and presentation
- Investigate the food and hospitality industry
- Safe handling & storage of foods
- Cultural influences & food trends
- Healthy eating practices
- Effective team skills

### Assessment Components

- Practical Assessment (50%)
- Group Activity (20%)
- External Assessment: Investigation (30%)

### Additional Information

This is an ATAR subject.





YEAR 12

# Health and Physical Education

## HEALTH AND WELLBEING

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil, but C grade or better in Stage 1 Health or Science subject recommended

### Course Description

Students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

### Content

Students will play an active role in negotiating what they will learn. Content that may be covered includes but is not limited to:

- A Lifestyle Contract (Individual Physical & Mental Wellbeing Goal)
- Health Promotion in the Community (Sports Coaching/Event Management/Information Presentations)
- Risks and Challenges to Health (P.A.R.T.Y Program/Scenario Based Investigations)
- Stress and Health
- Online Learning Courses

### Assessment Components

- Initiative (40% - 2x Assignments)
- Folio (30% - 2 x Assignments)
- Enquiry (30% - 1 x External Assignment)

### Additional Information

This is an ATAR subject.

## SPORTS STUDIES (INTEGRATED LEARNING)

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in Stage 1 PE or Sports Studies

### Course Description

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

### Content

- Three sports practicals and a journal about their development
- A group activity (leading a sports session)
- An individual sports related project of the student's choice

### Assessment Components

- Sports Practical and Journal (30%)
- Folio and Discussion (20%)
- Group Activity (20%)
- Individual Project - externally moderated (30%)

### Additional Information

This is an ATAR subject.



YEAR 12

# Languages

## AUSLAN (CONTINUERS)

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in Stage 1 Auslan (Continuers)

### Course Description

Throughout this course students will further develop the skills needed for communicating meaningfully and purposely in Auslan, develop and refine 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 Changing World: Technology, The World of Work, Travel, Social issues
- The Deaf and Hearing Communities: Lifestyles, Arts and Entertainment, Development of the Deaf community, values, attitudes, beliefs

### Assessment Components

- School Assessment: Folio (50%)
- In-depth study (20%)
- External Assessment (30%)

### Additional Information

This is an ATAR subject. Course will only be offered OFFSITE at Adelaide School of Languages.



YEAR 12

# Mathematics

## ESSENTIAL MATHEMATICS

**Length:** Year (20 SACE credits)

**Prerequisites:** B grade or better in 2 semesters of Stage 1 Essential Mathematics, or C grade or better in Stage 1 General Mathematics

### 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

- Scales, Plans and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

### Assessment Components

- Skills and Applications Tasks (30%)
- Folio Investigations (40%)
- External Examination (30%)

### Additional Information

This is an ATAR subject.

Recommended for students interested in a STEM vocational pathway.

## GENERAL MATHEMATICS

**Length:** Year (20 SACE credits)

**Prerequisites:** B grade or better in 2 semesters of Stage 1 General Mathematics, or C grade or better in Stage 1 Mathematics

### 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

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

### Assessment Components

- Skills and Applications Tasks one per topic (40%)
- Mathematical Investigation (30%)
- External Examination (30%).

### Additional Information

This is an ATAR subject.

Recommended for students interested in studying courses at a tertiary level that require a non-specialised background in Mathematics, or a STEM vocational pathway.



YEAR 12

# Mathematics

## MATHEMATICAL METHODS

**Length:** Year (20 SACE credits)

**Prerequisites:** B grade or better in 2 semesters of Stage 1 Mathematics 1&2, and C grade or better in Stage 1 Mathematics 3

### Course Description

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and 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.

### Content

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- The logarithmic function
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals (3 weeks)

### Assessment Components

- Skills and Applications Tasks one per topic (50%)
- Mathematical Investigation (20%)
- External Examination (30%).

### Additional Information

This is an ATAR subject.

Can be studied together with Stage 2 Specialist Mathematics as a pathway to engineering, physical science, and laser physics.

Subject to student numbers, this course may need to undertaken offsite (e.g. Marden Senior College).

## SPECIALIST MATHEMATICS

**Length:** Year (20 SACE credits)

**Prerequisites:** A grade in Stage 1 Mathematics and Stage 1 Mathematics 3

### Course Description

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and mathematical models. It includes the study of functions and calculus.

### Content

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Integration Techniques and Applications
- Vectors in Three Dimensions
- Rates of Change and Differential Equations

### Assessment Components

- Skills and Applications Tasks (50%)
- Mathematical Investigation (20%)
- External Examination (30%)

### Additional Information

This is an ATAR subject.

Course must be taken together with Stage 2 Mathematical Methods. Specialist Mathematics, when studied together with Mathematical Methods, can be a pathway to engineering, physical science, and laser physics.

Subject to student numbers, this course may need to undertaken offsite (e.g. Marden Senior College).



YEAR 12

# Science

## BIOLOGY

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in at least one semester of Stage 1 Biology, Chemistry or Psychology. Successful completion of two semesters of Stage 1 Biology recommended.

### 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

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

### Assessment Components

- Investigations Folio (30%)
- Skills and Application Tasks (40%)
- External Examination (30%)

### Additional Information

This is an ATAR subject.  
Recommended for students interested in studying Biology at a tertiary level / STEM pathway.

## CHEMISTRY

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in 2 semesters of Stage 1 Chemistry

### 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

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources.

### Assessment Components

- Investigations Folio (30%)
- Skills and Application Tasks (40%)
- External Examination (30%)

### Additional Information

This is an ATAR subject.  
Recommended for students interested in studying Chemistry at a tertiary level / STEM career pathway .  
Subject to student numbers, this course may need to undertaken offsite (e.g. Marden Senior College).



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Science

### PHYSICS

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in 2 semesters of Stage 1 Physics

#### 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

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

#### Assessment Components

- Investigations Folio (30%)
- Skills and Application Tasks (40%)
- External Examination (30%)

#### Additional Information

This is an ATAR subject.

Recommended for students interested in studying Physics at a tertiary level / STEM pathway.

Subject to student numbers, this course may need to be undertaken offsite (e.g. Marden Senior College).

### PSYCHOLOGY

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil, however at least one semester of Stage 1 Biology or Psychology recommended

#### 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 (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

#### Assessment Components

- Investigations Folio (30%)
- Skills and Application Tasks (40%)
- External Examination (30%)

#### Additional Information

This is an ATAR subject.

Recommended for students interested in studying Psychology at a tertiary level.



YEAR 12

# Science

## SCIENTIFIC STUDIES

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in at least one semester of Stage 1 Biology, Chemistry, Physics or Psychology.

### Course Description

Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

### Content

Scientific inquiry is the basis for developing programs of learning through which students extend their skills, knowledge, and understanding of the three integrated strands:

- understanding of scientific concepts
- science as a human endeavour
- science inquiry skills.

The contexts that students use to explore and inquire into aspects of science will be chosen to suit their particular interests. These contexts will enable students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts

### Assessment Components

School Assessment (70%)

- Assessment Type 1: Inquiry Folio (50%)  
Comprising:
  - three tasks with a focus on science inquiry skills
  - one investigation with a focus on science as a human endeavour
  - one individual inquiry design proposal
- Assessment Type 2: Collaborative Inquiry (20%)

External Assessment (30%)

- Assessment Type 3: Individual Inquiry (30%).

### Additional Information

This is an ATAR subject.



YEAR 12

# Technologies

## CAD (COMPUTER AIDED DESIGN)

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in Stage 1 CAD

### Course Description

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.
- Production of a folio of their work
- Prototyping of designed products will utilise 3D printing technology
- Analyse products and processes involving real world design problems
- Completed work will be presented in digital format for marking

### Assessment Components

- Specialised Skills Tasks (20%)
- Design Process & Solution (50%)
- Resource Study (30%)

### Additional Information

This is an ATAR subject.

A fee may apply depending on student project selection.

Leads to vocational pathways via TAFE and University.

## DIGITAL PHOTOGRAPHY

**Length:** Year (20 SACE credits)

**Prerequisites:** Nil, but experience with Photography at Stage 1 would be an advantage

### Course Description

Students demonstrate knowledge and skills associated with using Digital Photography as a communication media. They explore technologies in both contemporary and historical settings, and analyse the impacts of this technology on social, environmental issues and sustainability.

### Content

- Digital SLR Camera skills, including depth of field and motion photography
- Developing skills in digital imaging software packages
- Developing skills in composing photographs
- Analysing existing products and processes
- Designing, making and evaluating a digital photography product of choice.

### Assessment Components

- Specialised Skills Tasks (20%)
- Design Process & Solution (50%)
- Resource Study (30%)

### Additional Information

This is an ATAR subject.

A fee may apply depending on student project selection.

Leads to vocational pathways via TAFE and University.





YEAR 12

# Technologies

## DIGITAL TECHNOLOGY

**Length:** Year (20 SACE credits)

**Prerequisites:** C grade or better in Stage 1 Digital Technology.

### Course Description

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

### Content

- Analysing Data / Algorithms
- Designing and Programming
- Produce innovative digital solutions or prototypes
- Computational thinking skills
- Make ethical considerations on real world problems
- Work collaboratively with peers to explore digital objectives

### Assessment Components

- Project Skills (50%)
- Collaborative Project (20%)
- Individual Digital Solution (30%)

### Additional Information

This is an ATAR subject.

This practical course requires access to a computer outside normal lessons.

Leads to vocational pathways via TAFE and University.

## METALWORK

**Length:** Year (20 SACE credits)

**Prerequisites:** Students need to achieve C grade or better in a practical materials subject in Year 11.

### Course Description

Students will use a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make products with resistant material to Australian Standards.

### Content

- Construction Technology using metals and machines as medium
- Project Design
- Machining, Welding
- Fitting operations will be incorporated into practical exercises, projects and related to technical research
- Analysing products and processes involving real world design problems
- Safe working practices

### Assessment Components

- Specialised Skills Tasks (20%)
- Design Process & Solution (50%)
- Resource Study (30%)

### Additional Information

This is an ATAR subject.

A fee may apply depending on student project selection.

Leads to vocational pathways via TAFE and University.



YEAR 12

# Technologies

## WOODWORK

**Length:** Year (20 SACE credits)

**Prerequisites:** Students need to achieve C grade or better in a practical materials subject in Year 11.

### Course Description

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to make useful products. Students demonstrate knowledge and skills associated with using systems, and processes with wood and wood composites.

### Content

- Developing skills in using both hand and power tools to manipulate manufactured boards
- Using appropriate joining methods
- Designing, making and evaluating an item of furniture
- Analysing products and processes involving real world design problems
- Applying appropriate hardware and timber finish to the completed article
- Safe working practices

### Assessment Components

- Skills and Applications Tasks (20%)
- Design Process & Solution (50%)
- Resource Study (30%)

### Additional Information

This is an ATAR subject.

A fee may apply depending on student project selection.

Leads to vocational pathways via TAFE and University.