



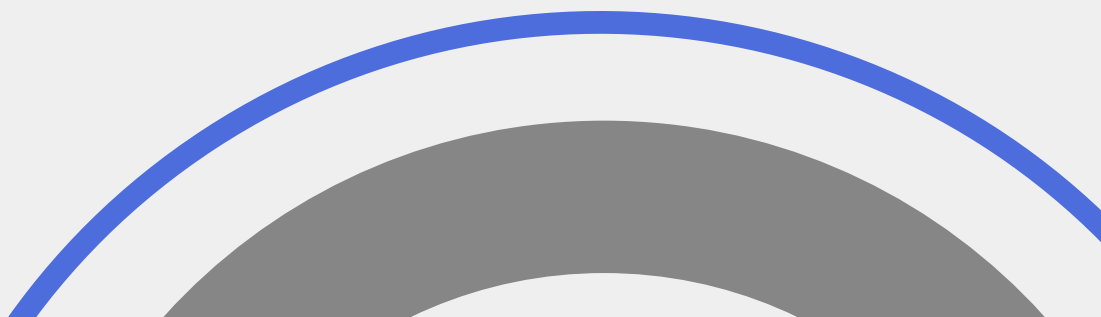
# CURRICULUM Handbook



2025

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# Principal's

## Introduction

03

With great pleasure, I introduce to you our 2025 Curriculum Handbook for Avenues College. Our curriculum is designed to provide an enriching and comprehensive educational experience that empowers every student to carve their unique pathway to success.

At Avenues College, we are committed to fostering a love for learning, nurturing individual talents, and promoting a sense of belonging within a supportive and inclusive community. Our curriculum is aligned with the South Australian Education Department, the Australian Curriculum/SA Curriculum, and SACE framework. It reflects our dedication to providing a well-rounded education that encompasses academic excellence, personal growth, and the development of essential capabilities.

This curriculum guide offers a diverse range of subjects and programs tailored to meet the varied interests and aspirations of our students. From core subjects that build a strong foundation of knowledge to specialised electives that allow students to pursue their passions, there is something for everyone.

We take immense pride in our dedicated teaching staff, committed to creating engaging and dynamic learning environments. They employ quality differentiated teaching practices, integrate technology, and foster communication, collaboration, and critical and creative thinking in their classrooms. Our educators are devoted to inspiring students, providing multiple entry and exit points, and offering various assessment opportunities to help them realise their full potential.

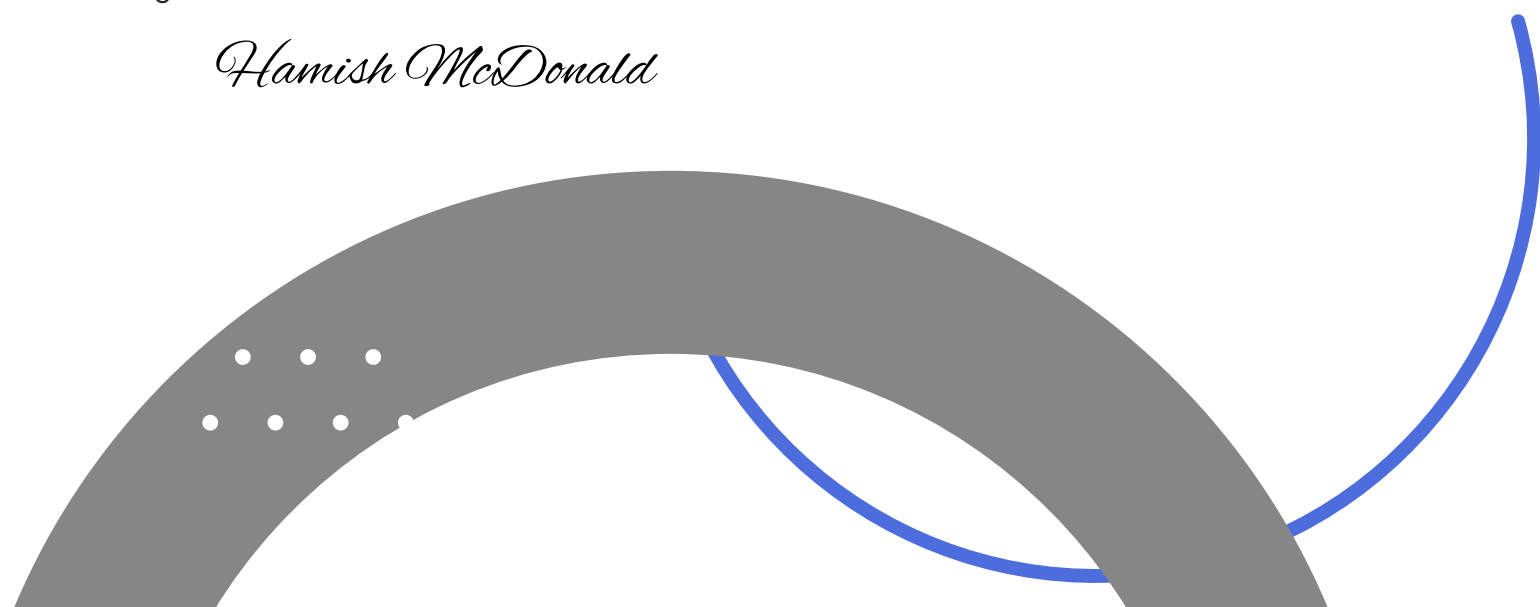
Beyond academic pursuits, we believe in the importance of holistic development. We encourage all students to actively participate in our school community through various additional opportunities available at Avenues College. These include participating in school events, engaging in extra-curricular programs, representing the school in sports, and taking on student leadership roles or house captains. These experiences promote character development, leadership skills, teamwork, and resilience, enabling our students to thrive both academically and personally.

This curriculum guide serves as a roadmap to navigate the educational pathways at our school. It provides detailed information about subject offerings, assessment methods, SACE requirements, and pathways to further education and career opportunities. We encourage students, parents, and caregivers to explore the guide thoroughly and seek guidance from our teachers and leaders whenever needed.

As Principal, I am committed to working closely with our students, parents, and staff to create an environment that supports excellence, growth, and wellbeing. I invite you to explore our curriculum guide and embrace its opportunities to ignite, inspire, and empower our students to shape their own futures.

Warm regards,

*Hamish McDonald*



# Careers

## Education & Pathways

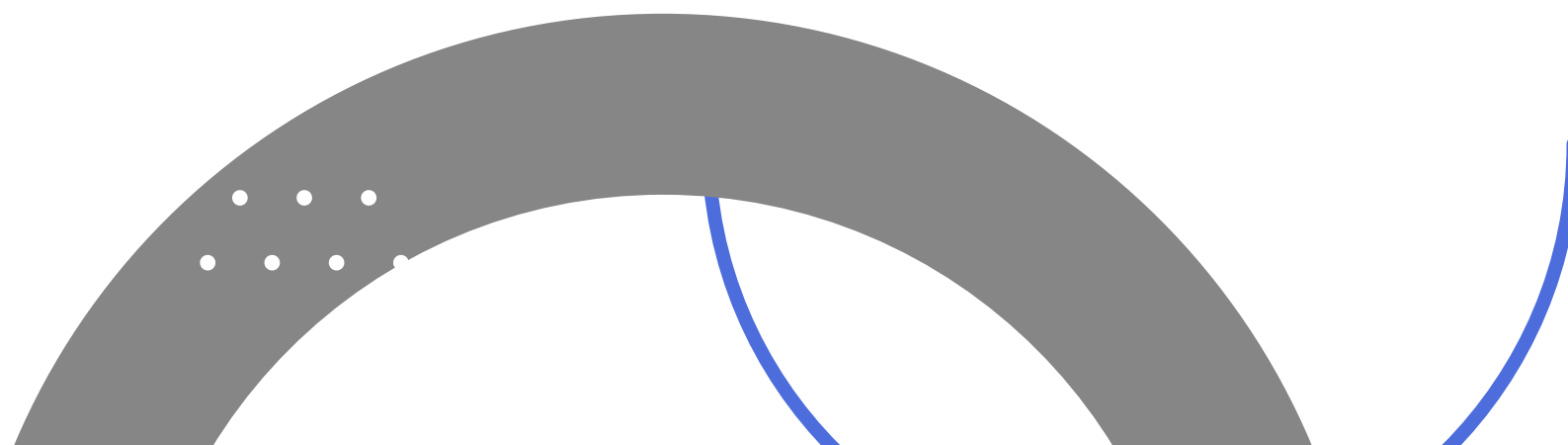
### Student Pathways and Careers Awareness Month

Student Pathways and Careers Awareness Month runs every year. Student Pathways and Careers Awareness Month promotes career opportunities aligned with Flexible Industry Programs in South Australia.

Student Pathways and Careers Awareness Month:

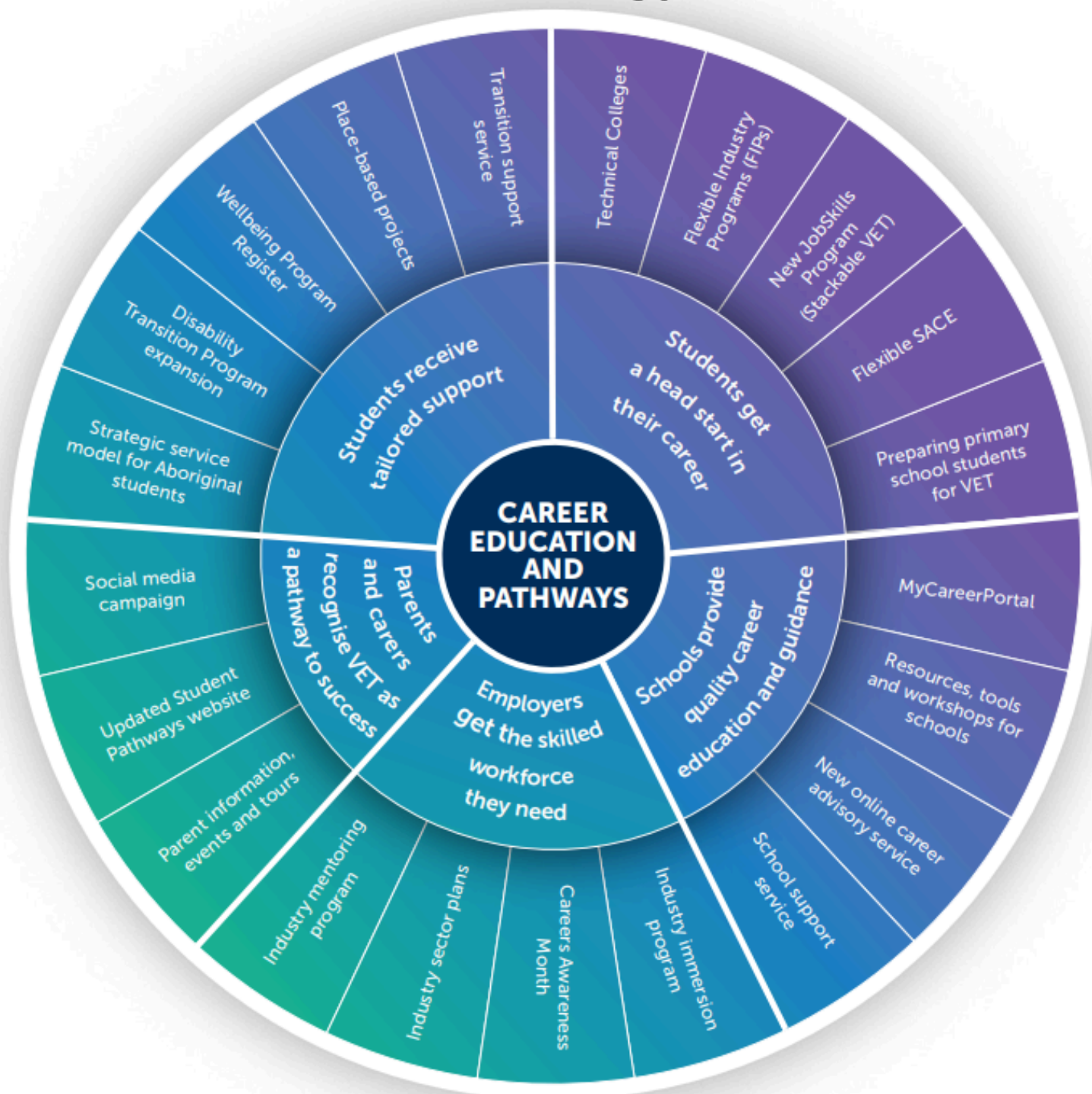
- lets students in year 7 to 12 explore pathways aligned with Flexible Industry Programs
- provides opportunities for industry to connect with students
- builds relationships between industry and schools
- raises awareness of South Australian industries in demand
- supports students to make informed decisions about study and career pathways

Activities and events will be promoted through your school Pathways Advisor.



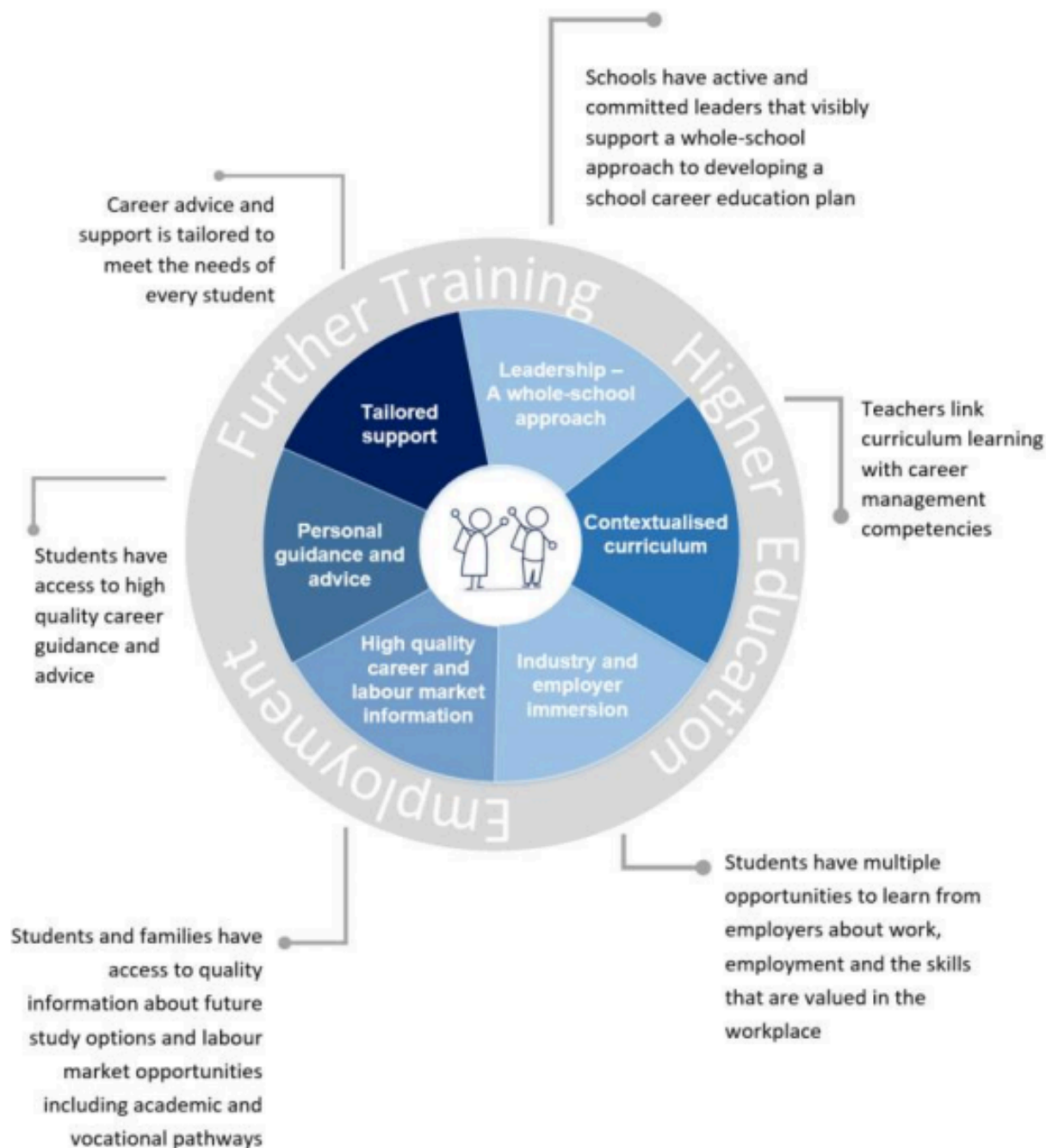
# DEPARTMENT FOR EDUCATION

## Career Education and Pathways Strategy



# Elements of Best Advice for Career Education

The 6 best advice elements are linked to best practice indicators that schools should aspire to achieve.



These indicators are replicated in the self-assessment matrix, which all schools will be supported to complete. The self-assessment matrix will help schools to inform their planning toward delivery of quality career education and guidance to their students.

# SCHOOL IMPROVEMENT PLAN ONE PAGE 2022 - 2024 2024 UPDATE



GOAL	
<p><b>To increase students' high achievement and growth in reading and writing, with a focus on vocabulary and comprehension</b></p>	
CHALLENGE OF PRACTICE	
<p>The objective is to collaboratively develop and embed a Reception to Year 12 whole school consistent literacy practice in reading and writing.</p> <p>This will be achieved by intentionally planning and designing learning across the curriculum to accommodate all learners.</p> <p>The approach involves the collaborative development of formative assessment practices and the integration of high-impact teaching strategies, ensuring a comprehensive and consistent literacy program throughout the school.</p>	<p><b>SUCCESS CRITERIA</b></p> <p>In Reception to Year 2, students showcase proficiency in Tier 1, 2, and 3 words. By the end of Year 2, they achieve the ability to decode, blend, and segment words employing 44 phonemes and 72 graphemes. Additionally, students' progress from reading decodable readers to non-decodable ones during this period.</p> <p>In grades 3-6, students exhibit proficiency in Tier 1, 2, and 3 Vocabulary, emphasising morphology and etymology (Tier 2 and 3). They showcase the skill to directly retrieve information amidst competing data from various textual sources, including print, digital, media, graphs, and data. Furthermore, students demonstrate the ability to infer meaning across diverse text types such as genre, fiction, nonfiction, and digital content.</p> <p>In grades 7-10, students employ and enhance subject-specific vocabulary to decode and comprehend increasingly complex texts fluently. They utilise comprehension skills to infer, evaluate, and critique information, ideas, and issues presented in a variety of texts of growing complexity.</p>
OUR TARGETS	
<ul style="list-style-type: none"> <li>• Raise the number and percentage of Year 7 students achieving in the high bands.</li> <li>• Raise the number and percentage of Year 8 students achieving in the high bands in NAPLAN, as measured by PAT prediction.</li> <li>• To increase the number of students surpassing expected growth and increase the number of Year 9 students achieving in the strong and exceeding levels of proficiency in NAPLAN</li> </ul>	<p><b>OUR ACTIONS</b></p> <ul style="list-style-type: none"> <li>• Establish and implement formative and summative assessments throughout various grade levels to monitor progress and facilitate effective planning and differentiation.</li> <li>• Integrate reading and writing practices into teacher curriculum planning, fostering a shared understanding and practices.</li> <li>• Enhance teacher knowledge and alignment in whole school curriculum planning, incorporating identified reading and writing practices across all learning areas through High-Impact Teaching Strategies (HITS), coaching, mentoring, feedback, observations, professional learning teams (PLTs), leadership, and resources/research.</li> </ul>
OUR SHARED VISION	
<p><b>Avenues College students will develop skills and gain confidence to successfully face the challenges of an ever-changing world in an environment that values a sense of learning, innovation and agile thinking.</b></p>	





# MIDDLE SCHOOL OVERVIEW

## ... YEARS 7, 8 AND 9

### Inspiring Young Minds

At our middle school, we believe in fostering a dynamic and nurturing environment where students in Years 7 and 8 are encouraged to explore their interests, develop essential skills, and grow into well-rounded individuals. Our curriculum philosophy is rooted in providing a balanced education that aligns with the Australian Curriculum while promoting personal growth, safety, and a sense of community.

Our approach is also closely aligned with the South Australian Public Education Strategic Plan, which emphasises the importance of student engagement, high-quality teaching, and effective leadership. By tailoring the key areas of impact outlined in the strategic plan to our middle years' curriculum, we aim to create a thriving educational environment that supports every student's journey.

### Core Compulsory Learning

Students in Years 7 and 8 engage in a comprehensive core curriculum that includes:

**English:** Developing literacy, critical thinking, and communication skills through a variety of texts and creative writing activities.

**Mathematics:** Building a strong foundation in mathematical concepts, problem-solving, and analytical thinking.

**Science:** Encouraging curiosity and understanding of the natural world through hands-on experiments and scientific inquiry.

**Humanities and Social Sciences (HASS):** Exploring history, geography, civics, and economics to understand the complexities of our world and society.

**Health and Physical Education (HPE):** Promoting physical wellbeing, teamwork, and healthy lifestyle choices.

### Enrichment Subjects

In addition to core subjects, our students have the opportunity to broaden their horizons with a range of enrichment subjects. These courses are designed to ignite passion, enhance talents, and provide new experiences. Options may include:

**Languages Other Than English (LOTE):** Expanding cultural understanding and communication skills through the study of a second language (Auslan, or Aboriginal Language and Culture).

**The Arts:** Cultivating creativity and self-expression through visual arts, music, drama, and dance.

**Technologies:** Embracing digital literacy and design skills through subjects like digital technologies and design and technologies.

## Student Wellbeing and Safety

The wellbeing and safety of our students are paramount. We integrate the Keeping Safe: Child Protection Curriculum to empower students with knowledge and skills to recognize and respond to situations that may compromise their safety. This curriculum covers important topics such as:

**Personal Safety:** Understanding personal boundaries and the right to feel safe.

**Recognising Abuse:** Identifying different types of abuse and knowing how to seek help.

**Protective Strategies:** Learning practical strategies to keep themselves safe in various situations.

## Career Education

Our career education program helps students begin to explore their future pathways. Through activities and guidance, students:

**Discover Interests and Strengths:** Engaging in self-assessment and reflection to understand their interests and strengths.

**Explore Careers:** Learning about various career options and the skills required for different professions.

**Set Goals:** Developing short- and long-term academic and career goals.

## House Activities and Cross-Year Engagement

Building a strong school community is essential. Our house system fosters camaraderie, leadership, and school spirit through:

**House Competitions:** Participating in friendly competitions in sports, academics, and the arts to earn points for their house.

**Mentorship Programs:** Engaging in cross-year level activities where older students mentor younger peers, fostering a supportive and inclusive environment.

**Community Events:** Coming together for school-wide events that celebrate diversity, achievements, and collective effort.

## Aligning with the South Australian Public Education Strategic Plan

Our middle school curriculum is designed to align with the key areas of impact from the South Australian Public Education Strategic Plan, ensuring that our students are engaged and supported throughout their educational journey:

**Excellence in Teaching and Learning:** We provide high-quality, evidence-based teaching practices that cater to diverse learning needs, ensuring every student can achieve their potential.

**Engagement and Wellbeing:** Our programs and activities are designed to foster a positive school culture, where students feel connected, safe, and motivated to learn.

**Effective Leadership:** Our leadership team is committed to creating an environment that promotes continuous improvement, innovation, and collaboration among staff, students, and the community.

**Community and Partnerships:** We actively engage with parents, caregivers, and the broader community to build strong partnerships that support student learning and development.

Our middle school curriculum is designed to inspire, challenge, and support every student. By providing a diverse range of learning experiences and a supportive community, we aim to equip our students with the knowledge, skills, and values they need to thrive in their future endeavours. In alignment with the South Australian Public Education Strategic Plan, we are committed to fostering an environment that enhances student engagement, promotes wellbeing, and ensures academic excellence.

# Year 7 – 9

## Curriculum Map

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>English</li> </ul>
<b>HASS</b>	<ul style="list-style-type: none"> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Business &amp; Economics</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>
<b>ARTS</b>	<ul style="list-style-type: none"> <li>Music</li> <li>Media Arts</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Media Arts</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Media Arts</li> <li>Visual Arts</li> </ul>
<b>TECHNOLOGIES</b>	<ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Food Technology</li> <li>Textiles Technology</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Food Technology</li> <li>Textiles Technology</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Technology</li> <li>Digital Technology</li> <li>Food Technology</li> <li>Textiles Technology</li> </ul>
<b>LANGUAGES</b>	<ul style="list-style-type: none"> <li>AUSLAN</li> <li>Indonesian</li> </ul>	<ul style="list-style-type: none"> <li>AUSLAN</li> <li>Indonesian</li> </ul>	<ul style="list-style-type: none"> <li>AUSLAN (Continuers)</li> <li>Indonesian (Continuers)</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> </ul>
<b>CROSS DISCIPLINARY</b>			
<b>MANDATED</b>	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum

# Year 9

12



## Mathematics

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** This subject is compulsory for a full year.

**Subject description:**

This course has been written in accordance with the requirements of the Australian Curriculum. Year 9 Mathematics builds on the Year 8 course, reinforcing and extending the topics and concepts studied. Students have the opportunity to consolidate number and algebraic skills and apply them to problem solving situations.

**Content:**

Money and Financial Maths  
Patterns and Algebra, Linear and Non-Linear Relationships  
Index Laws and Units of Measurement  
Geometric Reasoning  
Pythagoras and Trigonometry  
Chance & Data Representation and Interpretation

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Mathematical Performance Standards for Year 9 in the domains of Knowledge and Understanding, Problem Solving and Modelling, Communication and Mathematical Reasoning.

**Additional information:**

Australian Curriculum website links: [Mathematics – Year 9](#)

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Year 10 English

**Subject description:**

Through their study of English, students will continue to improve their ability to control and use the English language in a wide variety of contexts. Topics/themes are negotiated with students and vary between classes. Throughout the year students will explore the three strands of the Australian Curriculum English: Literacy, Language and Literature.

**Content:**

Including but not limited to:

- Writing: Persuasive Arguments, Recounts, Narratives
- Analytical Essays
- Studying: Novels, Poetry, Film

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Tasks will fall into either of two categories, Responding to Texts or Creating Texts. Within each category, students may be required to undertake written tasks, oral/multimodal presentations and/or visual/creative

**Additional information:** This subject is compulsory for a full year.

Australian Curriculum website link: [English - Year 9](#)

## HASS – Geography

**Length:** Semester

**Prerequisites:** C grade or better in Year 8 HASS

**Avenues College Pathway:** Leads to Year 10 Geography

**Subject description:**

Through a study of Geography and Social Sciences students will develop greater understanding of their physical world as well as the ways they are connected to it. Geography draws on the earth sciences as well as human geographies. Students will develop group work and critical thinking skills. By equipping them with the necessary skills students will be able to examine real world issues and propose possible solutions.

**Content:**

- Biomes and Food Security
- Geographies of Interconnections: how are people connected in a globalised world

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Assessment Components

- Fieldwork
- Research/Investigations
- Reports

**Additional information:** Australian Curriculum website link: [Geography - Year 9](#)

# HASS – History

14

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Year 10 History

**Subject description:**

The course is 'The Making of the Modern World' and examines events that occurred between 1750 and 1918. Students will develop critical thinking skills and their ability to use historical terminology. The course is designed to allow students to answer inquiry questions set out by the Australian Curriculum.

**Content:**

- Industrial Revolution (1750–1914)
- Making a Nation: Australian History (1750–1918)
- World War One (1914–1918)

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

- Historical Essays/Explanations
- Source Analysis
- Research/Investigations.

**Additional information:**

This subject is compulsory for one semester.

Australian Curriculum website links: [History – Year 9](#)

# HASS – Business & Economics

**Length:** Semester

**Prerequisites:** C grade or better in year 8 HASS

**Avenues College Pathway:** Leads to Year 10 Business and Economics

**Subject description:**

Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

**Content:**

- Financial and Consumer Risks and rewards
- Economic Decision-making
- Challenges of economy on people and society

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Practical Based Inquiry

- Research/Investigations
- Reports

**Additional information:**

Australian Curriculum website links: [Business & Economics – Year 9](#)

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Year 10 Science and Science Extension

**Subject description:**

This course has been written in accordance with the requirements of the Australian Curriculum. Year 9 Science builds on the Year 8 course, reinforcing and extending the topics and concepts studied. Students have the opportunity to develop a deeper Scientific understanding in the fields of Biology, Chemistry, Physics and Earth Sciences.

**Content:**

Ecosystems  
Atoms and the Periodic Table  
Energy Transfer (light, sound, heat and electricity)  
Organisms (coordinating the body)  
Chemical Reactions  
Plate tectonics

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards. Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Science Performance Standards for Year 9 in the domains of Knowledge and Understanding, Science Inquiry, and Science as a Human Endeavour.

**Additional information:**

This subject is compulsory for a full year.  
Australian Curriculum website links: [Science - Year 9](#)

## Arts – Music

**Length:** Semester or Year

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Year 10 Music.

**Subject description:**

Learning in Music involves listening, performing and composing music. Students learn about the elements of music. Aural skills are the particular listening skills students develop to identify and interpret the elements of music. Students learn a variety of techniques directly related to their chosen instrument during class time. With the discretion of the teacher the student may undertake one year of study.

**Content:**

Perform as a soloist & ensemble member  
Develop and apply skills in sound recording via studio  
Introduction to multi track recording  
Perform in a class band and participate in school concerts, college assemblies and end of year Music Showcase  
Use "ACID" music software to create their own compositions and MUESCOLE to create an arrangement  
Music Theory, Musical Literacy Tasks

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Practical (70%)  
Theory and Homework Tasks (30%)

**Additional information:**

If students study Music for 2 semesters, they must learn an instrument and attend a ½-hour instrumental lesson delivered by an instructor (regular practice at home is essential).  
Australian Curriculum website links: [Music - Year 9](#)

# Arts – Media Arts

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**Length:** Semester or Year

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Year 10 Media Arts.

**Subject description:**

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. It involves students making and responding to media arts independently and in small groups. With the discretion of the teacher the student may undertake one year of study.

**Content:**

Digital Photography and Image Manipulation  
Filmmaking  
Advertising  
Digital Graphic Design

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Practical Skills (50%)  
Investigation & Analysis (20%)  
Folio (30%)

**Additional information:**

Australian Curriculum website links: [Media Arts – Year 9](#)

# Arts – Visual Arts

**Length:** Semester or Year

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Year 10 Visual Arts.

**Subject description:**

This subject aims to provide students with skills and knowledge about Arts in practice, analysing artworks and its place in society. Students will be provided with opportunities to work in both 2D and 3D areas of study to further develop previously acquired knowledge and skills. Students will experience the use of technology to enhance the development of their ideas and in the completion of their final works. With the discretion of the teacher, the student may undertake one year of study.

**Content:**

Drawing  
Painting  
Printmaking  
3D Art

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Practical Skills (40%)  
Visual Study (30%)  
Folio (30%)

**Additional information:**

Australian Curriculum website links: [Visual Arts – Year 9](#)



# Technologies – Design & Technology

17

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to the various choices within Technologies at Year 10

**Subject description:**

Through Design and Technology, students will be exposed to a range of activities that utilise different technologies and materials to develop critiquing, designing and production skills. Course content will be based around the Design Cycle and include traditional technologies, new and emerging digital technologies.

**Content:**

Wood Technology  
Metal Technology  
Sustainable Technologies  
Electronics/ Systems  
CAD

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional information:**

Australian Curriculum website links: [Design & Technology – Year 9](#)

# Technologies – Digital Technology

**Length:** Semester or Year

**Prerequisites:** Year 7 Maths, Science, English and HASS

**Avenues College Pathway:** Leads to Year 10 Digital Technology

**Subject description:**

Students will be introduced to advanced range of information technology tools and systems to further develop understanding and skills in computational thinking. They will apply and develop their problem solving skills to robotic construction and programming. Students will also test, predict results and implement digital solutions to various real world data sets.

**Content:**

Collaborate using online platforms  
Create digital content /systems  
Programming/coding  
Maintain system security/integrity  
Analysing meaningful data  
Produce innovative solutions

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional information:**

Leads to the various choices within Technologies at Year 10.  
Australian Curriculum website links: [Digital Technology – Year 9](#)

# Technologies – Food Technology 18

**Length:** Semester or Year

**Prerequisites:** C grade or better in Year 8 Food Technology

**Avenues College Pathway:** Leads to Year 10 Food Technology

**Subject description:**

Students will learn how to make informed and appropriate food preparation choices when preparing food in a sustainable manner whilst developing their knowledge and understanding.

**Content:**

The need for a variety of foods  
Practical application of nutrition principles  
Sustainable food production  
Food safety and hygiene (personal and occupational)

**Assessment:**

Skills and Applications Tasks (60%)  
Research and Evaluation Task (40%)

**Additional information:**

Australian Curriculum website links: [Food Technology – Year 9](#)

# Technologies – Textiles Technology

**Length:** Semester

**Prerequisites:** C grade or better in Year 8 Textiles.

**Avenues College Pathway:** Leads to Stage 1 Fashion & Design

**Subject description:**

The focus of this course will be development of knowledge and understanding

**Content:**

The processes of fibre production  
Challenges for fibre production: increasing world population, uncertain climate, competition for resources.  
Innovative and sustainable ways of supplying agriculturally produced raw materials.  
Students will design and produce sustainable designed solutions to problems for individuals, families and the community.  
They will use a range of materials to construct articles using the appropriate technology including sewing machines, overlockers and iron.

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.  
Skills and Applications Tasks (60%)  
Research and Evaluation Task (40%)

**Additional information:**

Australian Curriculum website links: [Textiles Technology – Year 9](#)

# Languages – AUSLAN (Continuers) <sup>19</sup>

**Length:** Year

**Prerequisites:** C grade or better in Year 8 Auslan.

**Avenues College Pathway:** Leads to Year 10 Auslan

**Subject description:**

In this course, students will continue to develop skills to communicate with Auslan users. They will develop an awareness of the Deaf community, identity and culture, and reinforce their skills and knowledge of fingerspelling and Auslan grammar, while building on their overall sign knowledge.

**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:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Assessment will depend on the class structure, however will include the following assessment types:

- Signed assessment in pairs or small groups
- Individual signed assessment
- Analysis of a signed piece
- Investigation/ research

**Additional information:**

Australian Curriculum website links: [Auslan – Year 9](#)

# Languages – Indonesian (Continuers)

**Length:** Year

**Prerequisites:** C grade or better in Year 8 Indonesian

**Avenues College Pathway:** Leads to Year 10 Indonesian (Continuers)

**Subject description:**

Students produce written and oral work to communicate using correct Indonesian phrases. They interact with others in Indonesian, orally and in writing, asking and responding to questions in various simulated role plays. Students also respond to and create texts, identifying quantities and qualities (i.e., place value and tastes) in Indonesian.

**Content:**

**Assessment:**

Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.

Students will research a topic of interest directly relation to the Indonesian language and culture, and monitor their language learning needs and progress such as through a journal or folio. They will analyse and reflect on texts and intercultural experiences.

**Additional information:**

Australian Curriculum website links: [Indonesian – Year 9](#)

# Languages - Aboriginal Culture & Language

20

**SUBJECT INFORMATION UNAVAILABLE AT TIME OF PRINTING**

**PLEASE ENQUIRE WITH ENGLISH LEADER, HEAD OF SECONDARY YEARS  
OR DEPUTY PRINCIPAL ABOUT AVAILABILITY AND COURSE  
INFORMATION**

## Health & Physical Education

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** This subject is compulsory for a full year. Leads to Year 10 Physical Education

**Subject description:**

Students will build on and improve basic motor skills in a wide range of practical sports. Students will practise drills and apply tactics in games. The health component of this course is aimed at promoting the individual's awareness of healthy lifestyle choices by completing an anatomy, weights and fitness unit and an introduction to camping unit.

**Content:**

Fitness  
Sport skills  
Leadership and initiative activities  
Game skills - tactics  
Anatomy and Weight training  
Overnight camp

**Assessment:**

Practical involvement (80%)  
Theory and homework tasks (20%)

**Additional information:**

Australian Curriculum website links: [Health and Physical Education - Year 9](#)

# SENIOR SCHOOL OVERVIEW

## YEARS 10, 11 and 12

The South Australian Certificate of Education (SACE) enables students to showcase their knowledge and skills crucial for further education and training, entering the workforce, securing an apprenticeship or traineeship, or starting university.

At Avenues College, we believe senior schooling encompasses more than just achieving the SACE.

The South Australian Certificate of Education (SACE) identifies seven key capabilities that are essential for students to develop in order to succeed in education, work, and life.

These capabilities are:

1. **Literacy:** The ability to understand, interpret, create, and communicate effectively using the English language.
2. **Numeracy:** The ability to use mathematical knowledge and skills to solve problems in a variety of contexts.
3. **Information and Communication Technology (ICT) Capability:** The ability to use digital technologies to access, create, and communicate information, solve problems, and work collaboratively.
4. **Critical and Creative Thinking:** The ability to think deeply and logically, generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems.
5. **Personal and Social Capability:** The ability to manage oneself, relationships, and learning. This includes self-awareness, self-management, social awareness, and social management.
6. **Ethical Understanding:** The ability to understand and apply ethical principles and values to decision-making, and to understand the ethical implications of actions.
7. **Intercultural Understanding:** The ability to recognize and respect different cultural perspectives, and to interact and communicate effectively with people from diverse backgrounds.

These capabilities are embedded within the curriculum and aim to prepare students for the challenges of the 21st century, equipping them with the skills and knowledge necessary for personal, academic, and professional success.

At Avenues College, we utilise the comprehensive range of flexible and tailored options provided by the SACE to support all student pathways and destinations through the two stages of achievement:

- Stage 1: Typically undertaken in Year 11
- Stage 2: Typically undertaken in Year 12

Students' learning is assessed against Performance Standards, which describe five levels of achievement from A to E. At Stage 1 and 2, students will receive a school grade from A to E. At Stage 2, final grades are reported to the SACE Board from A+ to E-. SACE also offers a range of modified subjects for students with significant learning barriers, and special provisions are available for students with special needs, subject to specific criteria.

At Avenues College, successful completion of SACE from Years 10 to 12 requires:

- A minimum of 200 credits across the two stages of achievement
- Achievement of a C grade or higher in the compulsory subjects:
- Exploring Identity and Futures: 10 credits at Stage 1 level
- Literacy: At least 20 credits (2 semesters) from a range of English subjects or courses at Stage 1
- Numeracy: At least 10 credits (1 semester) from a range of Mathematics subjects or courses at Stage 1
- Research Project/Activating Identities and Futures: An individual major research and inquiry project – 10 credits at Stage 2 level

A typical enrolment over the three years of Senior School at Avenues College would consist of:

Year 10: Australian Curriculum subjects and Exploring Identity and Futures (EIF)

Stage 1 (Year 11): Students enrol in a minimum of 6 SACE subjects per semester (or the VET equivalent), plus the Research Project

Stage 2 (Year 12): Students enrol in a minimum of 4 full-year SACE subjects (or the VET equivalent)

For the full list of subjects offered by the SACE Board and taught at Avenues College, please refer to the lists of subjects offered at Stage 1 and Stage 2.

Additionally, courses may be offered by other organisations, including other schools, TAFE, or other Registered Training Organisations (RTO) recognised by the SACE Board to count towards SACE achievement. This information will be provided through our subject selection processes.

For more information, visit the SACE Board website at [sace.sa.edu.au](http://sace.sa.edu.au)

There are many post-school study options available to students completing the SACE, including further education through University, TAFE, or other Registered Training Organisations. To make informed choices during the subject selection process, students and parents/caregivers should check the websites for

- TAFE [tafesa.edu.au](http://tafesa.edu.au) and
- the SA Tertiary Admissions Centre (SATAC) [satac.edu.au](http://satac.edu.au)

for details of prerequisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions, and application procedures and timelines for TAFE and University entrance.

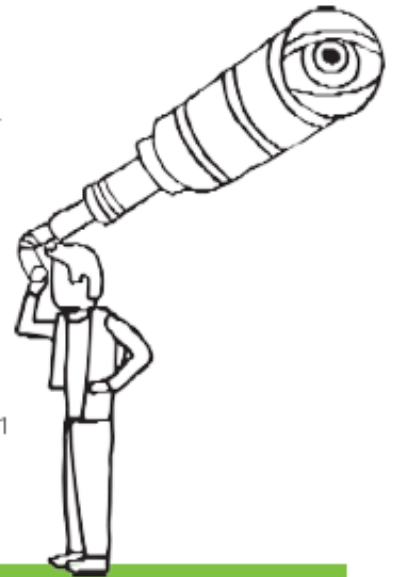
A team of staff at Avenues College will guide students and families through the pathway planning processes, including subject selection and post-school planning, to ensure the optimum range of opportunities remains open for our students.

# Welcome to the SACE



The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE has evolved to provide you with more flexibility to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies. SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a maximum of 30% of the overall grade.



## Your SACE journey

To complete the qualification, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. Here's how it works.

### COMPULSORY SUBJECTS

#### 50 credits

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project (10 credits) (Activating Identities and Futures from 2025)



### STUDENT SELECTED SUBJECTS

#### 90 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



#### 60 credits

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

The SACE is flexible and your schedule may differ depending on your school. The majority of students in South Australia will start their journey with **Exploring Identities and Futures in Year 10**, their chosen **Stage 1 subjects in Year 11** (including the compulsory Maths and English choices), and their chosen **Stage 2 subjects in Year 12** plus the Research Project (Activating Identities and Futures from 2025). To view all subjects offered by SACE visit [sace.sa.edu.au](http://sace.sa.edu.au)

### EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

#### 50 credits - compulsory

- Exploring Identities and Futures** (10 credits)
- Stage 1** General Mathematics (10 credits – one semester)
- Stage 1** Essential English (20 credits)
- Stage 2** Research Project (10 credits) (Activating Identities and Futures from 2025)

#### Min. 90 credits

- Stage 1** Biology (20 credits)
- Stage 1** Italian continuers (20 credits)
- Stage 1** Food and Hospitality (20 credits)
- Stage 2** Food and Hospitality (20 credits)
- Stage 1** VET: Certificate II in Food Processing (min. 40 credits)

#### Min. 60 credits

- Stage 2** Biology (20 credits)
- Stage 2** Italian continuers (20 credits)
- Stage 2** Essential English (20 credits)



How to get an ATAR

You are eligible for an Australian Tertiary Admissions Rank (ATAR) if you achieve 90 credits in Stage 2 (see above example). The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR. For more information about the ATAR (including scaling), visit [satac.edu.au](http://satac.edu.au)

## What kind of learner are you?

The SACE caters for practical and theory, hands-on and action-based learning both in and outside school.

You are encouraged to choose subjects that suit you and will open doors to a range of careers within your area of interest.

**Exploring Identities and Futures** will provide you with the opportunity to explore areas of personal value and interest, and prepare you for a different way of thinking and learning in senior school.

VET options are available at both Stage 1 and Stage 2 and include a wide range of industry areas, including construction, automotive, electrotechnology, hospitality, community services, health and information technology.

In negotiation with your school, you can choose to combine study and part-time work, a traineeship, or school-based apprenticeship.

The SACE Board offers **Modified Subjects** at both Stage 1 and 2 for eligible students with identified significant disabilities.

## Making sure it's fair

Your work is assessed against the performance standards outlined for each subject.

Teachers and assessors use these standards to determine how well you have demonstrated your learning, and apply a grade:

**From A to E for Stage 1** (C or higher to pass)

**From A+ to E- for Stage 2** (C- or higher to pass)

To ensure your work is marked fairly, thousands of samples of student work are reviewed to ensure that assessment decisions are consistent with the performance standards for the subject across the state. These processes are called **marking** and **moderation**.

## If something happens during your journey

If your learning is significantly disrupted, special provisions may be granted by your school, on a short-term or long-term basis, to allow for adjustments in assessment so you can demonstrate the required knowledge and performance standards to complete the subject.

The SACE Board and schools work in partnership to ensure **special provisions** are available for exceptional circumstances.

You will develop 7 capabilities that equip you to live and work successfully in the 21st century.



LITERACY



NUMERACY



INFORMATION AND COMMUNICATION TECHNOLOGY



CRITICAL AND CREATIVE THINKING



PERSONAL AND SOCIAL



ETHICAL UNDERSTANDING



INTERCULTURAL UNDERSTANDING

## Need more information?

The SACE Board provides detailed information on subjects, assessment, modified subjects, special provisions, and results. Visit [sace.sa.edu.au](http://sace.sa.edu.au) for more information.

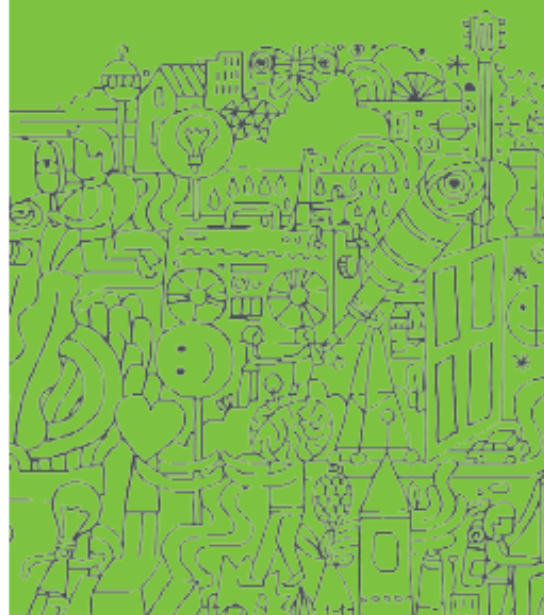
Your school's SACE coordinator and other school leaders can offer advice and information on subjects being offered that best suit your interests and your plans for further education and training.



Government of South Australia



South Australian Certificate of Education





# Year 10 – 12

## Curriculum Map

LEARNING AREA	YEAR 10	YEAR 11	YEAR 12
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>STEM for Maths and Engineering Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Essential Mathematics</li> <li>General Mathematics</li> <li>Mathematics</li> <li>Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Essential Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Essential English</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Essential English</li> <li>English</li> </ul>
<b>HASS</b>	<ul style="list-style-type: none"> <li>Advanced History</li> <li>Business &amp; Economics</li> <li>Legal Studies (SACE Stage 1)</li> </ul>	<ul style="list-style-type: none"> <li>Modern History</li> <li>Legal Studies (SACE Stage 1)</li> </ul>	<ul style="list-style-type: none"> <li>Modern History</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>Science</li> <li>Science Extension</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Physics</li> <li>Chemistry</li> <li>Psychology</li> <li>Stage 1 Land Management (Integrated Learning)</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Psychology</li> <li>Scientific Studies</li> </ul>
<b>ARTS</b>	<ul style="list-style-type: none"> <li>Music</li> <li>Media Arts</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Music Experience</li> <li>Creative Arts</li> <li>Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>Music Performance – Ensemble</li> <li>Music Performance - Solo</li> <li>Creative Arts</li> <li>Visual Arts</li> </ul>
<b>TECHNOLOGIES</b>	<ul style="list-style-type: none"> <li>CAD Design</li> <li>Digital Photography</li> <li>Digital Technology</li> <li>Materials Technology (Metal/Wood)</li> <li>Food Technology</li> <li>STEM Technology</li> </ul>	<ul style="list-style-type: none"> <li>CAD Design</li> <li>Digital Photography</li> <li>Digital Technology</li> <li>Materials Technology (Metal/Wood)</li> <li>Food Technology</li> <li>Gaming Systems</li> </ul>	<ul style="list-style-type: none"> <li>CAD Design</li> <li>Digital Photography</li> <li>Digital Technology</li> <li>Metalwork</li> <li>Woodwork</li> <li>Food and Hospitality</li> </ul>
<b>LANGUAGES</b>	<ul style="list-style-type: none"> <li>AUSLAN (Continuers)</li> <li>Indonesian Continuers</li> </ul>	<ul style="list-style-type: none"> <li>AUSLAN (Continuers)</li> <li>Indonesian (Continuers)</li> </ul>	<ul style="list-style-type: none"> <li>AUSLAN (Continuers)</li> <li>Indonesian (Continuers)</li> </ul>
<b>HEALTH AND PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> <li>Child Studies</li> <li>Physical Education Extension</li> <li>Sports Studies</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Child Studies</li> <li>Health and Wellbeing</li> <li>Sports Studies</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Child Studies</li> <li>Health and Wellbeing</li> <li>Sports Studies (Integrated Learning)</li> </ul>
<b>CROSS DISCIPLINARY</b>	<ul style="list-style-type: none"> <li>Peer Support (SACE Stage 1)</li> <li>EIF, Exploring Identities and Futures</li> <li>Workplace Practices (SACE Stage 1)</li> </ul>	<ul style="list-style-type: none"> <li>Business Innovation</li> <li>AIF - Activating Identities and Futures</li> <li>Workplace Practices</li> </ul>	<ul style="list-style-type: none"> <li>Business Innovation</li> <li>Information Processing and Publishing (IPP)</li> <li>Workplace Practices</li> </ul>
<b>MANDATED</b>	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum

# Year 10



## Mathematics

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Allows students to make an informed choice of Mathematical study for Stage 1.

**Course Description:**

This course has been written in accordance with the requirements of the Australian Curriculum. Students have the opportunity to further explore and develop the Mathematical concepts studied in Years 8 and 9 and to develop an understanding of how mathematics and numeracy connect to their future.

**Content:**

Number and Algebra, Linear and non-linear relationships, Financial Mathematics, Pythagoras Theorem and Trigonometry, Geometric Similarity, Statistics and Probability

**Assessment Components:**

Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Mathematical Performance Standards for Year 10 in the domains of Knowledge and Understanding, Problem Solving and Modelling, Communication and Mathematical Reasoning.

**Additional Information:**

This course is compulsory for a full year.

A two-semester Mathematics course allowing students to make an informed choice of Mathematical study for Stage 1.

Australian Curriculum website link: [Mathematics - Year 10](#)

# STEM for Maths and Engineering Pathways

**Length:** Semester

**Prerequisites:** B grade or better in Year 9 Mathematics

**Avenues College Pathway:** Allows students to make an informed choice of Mathematical study for Stage 1.

**Course Description:**

Content will extend students in preparation for career pathways requiring a deep understanding in mathematical problem solving. By using math skills and 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:**

Geometry/ Trigonometry—Application of Circles  
Polynomial—Patterns of waves and radios

**Assessment Components:**

2 x Folio Task investigations  
2 x Skills and assessment tasks

**Additional Information:**

Australian Curriculum website link: [Mathematics – Year 10](#)

## English

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Stage 1 English or Essential English

**Course Description:**

Through their study of English, students will continue to improve their ability to control and use the English language in a wide variety of contexts, in increasingly complex ways. Throughout the year students will explore the three strands of the Australian Curriculum English: Literacy, Language and Literature.

**Content:**

Including but not limited to:

- Writing: Persuasive Arguments, Recount, Narrative, Connected Texts
- Analytical Essays
- Studying: Novels, Poetry, Film

**Assessment Components:**

Tasks will fall into either of two categories, Responding to Texts or Creating Texts. Within each category students may be required to undertake written tasks, oral/multimodal presentations and/or visual/creative tasks.

**Additional Information:**

This Subject is compulsory for the whole year.

Australian Curriculum website link: [English – Year 10](#)

# HASS – History

**Length:** Semester, compulsory

**Prerequisites:** Nil

**Avenues College Pathway:** Stage One Modern History

**Course Description:**

Students explain the historical significance of events from 1918 to the early 21st century, focusing on causes, effects, and key developments. They analyse primary and secondary sources, evaluate their reliability, and use historical knowledge to develop informed arguments and explanations about Australian and global history.

**Content:**

- Second World War (1939–1945)
- Building Modern Australia (1945–Present)
- Globalising World (1945–Present)

**Assessment Components:**

- Historical Essays/Explanations
- Source Analysis
- Research/Investigations.

**Additional Information:**

This course is compulsory for one semester.

Australian Curriculum website link: [History – Year 10](#)

# HASS – Business & Economics

**Length:** Semester

**Prerequisites:** C grade or better in Year 9 Business and Economics or Year 9 History (with some exceptions)

**Avenues College Pathway:** This course leads into Stage 1 Business and Innovation.

**Course Description:**

Students explore how economic indicators shape Australian Government decisions and how the government boosts economic performance and living standards. They learn how businesses manage their workforce and enhance productivity, and the role of Australia's superannuation system in financial choices. Students investigate influences on major consumer and financial decisions, assessing short- and long-term impacts. They develop questions on economic and business issues, analyse real data to spot trends, make predictions, and craft convincing arguments based on their findings.

**Content:**

- Financial and Consumer Risks and rewards
- Economic Decision-making
- Challenges of economy on people and society

**Assessment Components:**

- Practical Based Inquiry
- Research/Investigations
- Reports
- Business Plans

**Additional Information:**

Australian Curriculum website link: [Business and Economics – Year 10](#)

# HASS – Legal Studies (SACE Stage 1)

**Length:** Semester

**Prerequisites:** B grade or higher in both Year 9 English and Year 9 History (some exceptions).

**Avenues College Pathway:** SACE Stage 2 Legal Studies

**Course Description:**

In Legal Studies, students explore the interaction between society and the law, learning how the legal system regulates actions and protects rights. They study legal processes, the Australian legal system, and types of law like criminal law, becoming informed citizens who can contribute to improving laws.

**Content:**

The processes of fibre production

Challenges for fibre production: increasing world population, uncertain climate, competition for resources.

Innovative and sustainable ways of supplying agriculturally produced raw materials.

Students will design and produce sustainable designed solutions to problems for individuals, families and the community.

They will use a range of materials to construct articles using the appropriate technology including sewing machines, overlockers and iron.

**Assessment Components:**

1. Source Analysis
2. Inquiry e.g. 'Is justice the same for all people regardless of age, ethnicity or gender?'
3. Mock closing argument

**Additional Information:**

This course is a SACE Stage 1 subject, but offered at Year 10. Students will obtain 10 credits towards their SACE for completing the course at the end of the semester. They will be able to continue Legal Studies if they wish for another semester when they're in Year 11.

Australian Curriculum website link: [Legal Studies – Year 10](#)

# Science

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Allows students to make an informed choice of specialist Science study at Stage 1.

**Course Description:**

This course has been written in accordance with the requirements of the Australian Curriculum. Students have the opportunity to further explore and develop the Scientific concepts studied in Years 8 & 9, and to develop an understanding of how science and technology connects to their future.

**Content:**

Genes, DNA, Natural Selection, Atomic Theory, Motion & The Universe, Rates of Chemical Reactions, Energy Transformations, Earth Systems

**Assessment Components:**

Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Science Performance Standards for Year 10 in the domains of Knowledge and Understanding, Science Inquiry, and Science as a Human Endeavour.

**Additional Information:**

This course is compulsory for a full year.

A two-semester general Science course

Australian Curriculum website link: [Science – Year 10](#)

# Science Extension

**Length:** Semester

**Prerequisites:** B grade or better in Year 9 Science.

**Avenues College Pathway:** Allows students to make an informed choice of specialist Science study at Stage 1.

**Course Description:**

Science Extension builds on the Year 10 Science course and is designed to help students develop and extend laboratory manipulation skills by growing biofuel, and exploring solutions to current issues through practical and project work.

**Content:**

Laboratory and science manipulation skills A, Investigation and Project A, Laboratory and science manipulation skills B, Investigation and Project B

**Assessment Components:**

Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Science Performance Standards for Year 10 in the domains of Knowledge and Understanding, Science Inquiry, Science as a Human Endeavour.

**Additional Information:**

Only offered as a semester course.

Recommended for students interested in SACE Science courses/ STEM pathway

Australian Curriculum website link: [Science – Year 10](#)

**Length:** Semester or Year

**Prerequisites:** C grade or better in Year 9 Music (1 or 2 semesters).

**Avenues College Pathway:** It is strongly recommended that students study at least 1 semester of Music in Year 10 before choosing Stage 1 Music.

**Course Description:**

Learning in Music involves listening, performing and composing music. Students learn about the elements of music. Aural skills are the particular listening skills students develop to identify and interpret the elements of music. Students learn a variety of techniques directly related to their chosen instrument during class time. With the discretion of the teacher the student may undertake one year of study.

**Content:**

Perform as a soloist & ensemble member, develop and apply skills in sound recording via studio, introduction to multi track recording and record 1 or 2 songs for college CD, perform in a class band and participate in school concerts, college assemblies and end of year Music Showcase, Use "ACID" music software to create their own compositions and MUSEScole to create an arrangement, Music Theory, Musical Literacy Tasks, Song Writing

**Assessment Components:**

Practical (70%)

Theory and Homework Tasks (30%)

**Additional Information:**

Australian Curriculum website link: [Music - Year 10](#)

# Media Arts

**Length:** Semester or Year

**Prerequisites:** C grade or better in year 9 Media Arts or Visual Arts

**Avenues College Pathway:** It is strongly recommended that students study at least 1 semester of Media Arts or Visual Arts in Year 10 before choosing Stage 1 Creative Arts or Visual Arts.

**Course Description:**

In Media Arts, students learn to clarify, intensify and interpret human experience through representations in images, sounds and text. Students engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. It involves students making and responding to media arts independently and in small groups. With the discretion of the teacher, the student may undertake one year of study.

**Content:**

Digital Art & Design / Web Design, Video Production / Filmmaking, Digital Photography and Image Manipulation, Advertising / Interactive Media, Use of the Adobe Master Collection

**Assessment Components:**

Practical Skills (50%)

Investigation/Analysis (20%)

Folio (30%)

**Additional Information:**

Australian Curriculum website link: [Media Arts - Year 10](#)

# Visual Arts

32

**Length:** Semester or Year

**Prerequisites:** C grade or better in year 9 Media Arts or Visual Arts

**Avenues College Pathway:** It is strongly recommended that students study at least 1 semester of Media Arts or Visual Arts in Year 10 before choosing Stage 1 Creative Arts or Visual Arts.

**Course Description:**

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. With the discretion of the teacher the student may undertake one year of study.

**Content:**

Drawing, Painting, Printmaking, Design

**Assessment Components:**

Practical Skills (40%)

Visual Study (30%)

Folio (30%)

**Additional Information:**

Australian Curriculum website link: [Visual Arts - Year 10](#)



# Technologies – CAD Design

33

**Length:** Semester

**Prerequisites:** Successful completion of Year 9 Technology course.

**Avenues College Pathway:** Leads to Stage 1 CAD.

This course will benefit students undertaking further study in all Technologies subjects and VET Pathways at Stage & Stage 2 levels.

**Course Description:**

Students will utilise current Computer Aided Design software to produce 2D and 3D drawings to industry drawing standards. Students will design, prototype and create designed products.

**Content:**

Produce 3D models using Autodesk Inventor, create simple and compound projected and revolved parts  
Create and print part drawings to AS1100 Drawing Standards, place and constrain parts & exploded views of an Assembly Model, use CNC and additive manufacturing technologies to produce designed products.

**Assessment Components:**

Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional Information:**

Australian Curriculum website link: [Design & Technologies – Year 10](#)

# Technologies – Digital Photography

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Stage 1 and 2 Digital Photography. Also supports students taking Stage 1 & Stage 2 Creative or Visual Arts.

**Course Description:**

This course introduces the use of digital cameras and their capabilities. Students will learn to capture images in varying light conditions, portraiture work, theme interpretations and on location assignments. Adobe Photoshop will be used to edit and enhance images taken. A firm understanding of composition skills and planning processes required when working on photographic assignments will be emphasised.

**Content:**

Camera skills and terminology, Composition, Photographic themes and styles, Digital enhancement and manipulation

**Assessment Components:**

Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional Information:**

Australian Curriculum website link: [Design & Technologies – Year 10](#)

# Technologies – Digital Technology

34

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Stage 1 and 2 Digital Photography. Also supports students taking Stage 1 & Stage 2 Creative or Visual Arts.

**Course Description:**

This course introduces the use of digital cameras and their capabilities. Students will learn to capture images in varying light conditions, portraiture work, theme interpretations and on location assignments. Adobe Photoshop will be used to edit and enhance images taken. A firm understanding of composition skills and planning processes required when working on photographic assignments will be emphasised.

**Content:**

Camera skills and terminology, Composition, Photographic themes and styles, Digital enhancement and manipulation

**Assessment Components:**

Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional Information:**

Australian Curriculum website link: [Digital Technologies – Year 10](#)

# Technologies – Materials Technology (Metal/Wood)

**Length:** Semester or Year

**Prerequisites:** Successful completion of Year 9 Technology with a C grade or better

**Avenues College Pathway:** Leads to Stage 1 & Stage 2 Woodwork/Metalwork.

**Course Description:**

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

**Content:**

Developing skills in using both hand/ power tools e.g. MIG Welding, Lathe, Radial Arm Saw, 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 finishes to the completed article, safe working practices, develop and/or interpret CAD drawings of products

**Assessment Components:**

Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional Information:**

Australian Curriculum website link: [Design & Technology – Year 10](#)

# Technologies – Food Technology 35

**Length:** Semester or Year

**Prerequisites:** Successful completion of Year 9 Food Technology course.

**Avenues College Pathway:** Leads to Stage 1 Food and Hospitality. Supports students wishing to pursue VET Hospitality courses.

**Course Description:**

Students will develop their understanding of kitchen safety, hygiene, nutrition, technology, food preparation and presentation. Students use the Design Model to investigate, plan and make their own dishes.

**Content:**

Work in a socially diverse environment, food safety and hygiene, providing a link between Kitchen and Front of House service area, organising, preparing and presenting food, developing knowledge and skills in cooking (catering focus), menu planning

**Assessment Components:**

Skills and Applications Tasks (60%)  
Research and Evaluation Task (40%)

**Additional Information:**

Australian Curriculum website link: [Design & Technologies – Year 10](#)

# Technologies – STEM Technology

**Length:** Semester

**Prerequisites:** Successful completion of Year 9 Technology, Science and Math course.

**Avenues College Pathway:** Develops the skills needed for the Stage 1 Gaming Systems and Digital Technology Course. Introduces students to Aquaculture and Horticulture, should they wish to pursue similar pathways.

**Course Description:**

Students will need to make direct links between STEM (Science, Technology, Engineering, Maths) subjects and make connections in their learning. The course aims to develop team collaboration, a greater understanding of inquiry-based learning and the development of better problem solving skills. It will also enhance an improved understanding of sustainability, caring for the environment, entrepreneurial thinking, promoting responsible and safe environmental practices.

**Content:**

Electronics and Material technologies, Biology, Physics, Chemistry and Maths, Technologies and Society Engineering Principles and systems, Global sustainability, Collaborating and managing projects, Promote sustainable practices in the school community with the Aquaponics System

**Assessment Components:**

Skills Tasks (40%),  
Major Product & Folio (60%)

**Additional Information:**

Australian Curriculum website link: [Design & Technology – Year 10](#)

# Languages – AUSLAN (Continuers)

**Length:** Year    **Prerequisites:** C grade or better in Year 9 Auslan (Continuers)

**Avenues College Pathway:** This course leads to Stage 1 Auslan (continuers)

## **Course Description:**

Students will continue to develop and consolidate their skills to communicate with Auslan users and develop an awareness of the Deaf community, identity and culture. They will reinforce their skills and knowledge of fingerspelling and Auslan grammar while building their overall sign knowledge. Students will also have opportunities to use their Auslan knowledge and skills in the community.

## **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:**

Assessment will depend on the class structure, however will include the following assessment types:

- Signed assessment in pairs or small groups
- Individual signed assessment
- Analysis of a signed piece
- Investigation/research

## **Additional Information:**

Australian Curriculum website link: [AUSLAN - Year 10](#)

# Health & Physical Education

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** This subject is compulsory for a semester. This subject leads to Stage 1 Health & Wellbeing, Physical Education or Sport Studies.

**Course Description:**

This course is designed to expose students to a range of sport and recreation activities to promote future physical activity. Students will complete an Outdoor Education theory unit with the opportunity to go on an overnight camp.

**Content:**

Fitness  
Sport skills  
Recreation activities  
Outdoor Education theory unit  
Overnight camp

**Assessment Components:**

Practical involvement (70%)  
Theory based on promotion of recreation pursuits (30%)

**Additional Information:**

Australian Curriculum website link: [Health and Physical Education – Year 10](#)

## Health & Physical Education – General

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** This subject leads to Stage 1 Health & Wellbeing, Physical Education or Sport Studies.

**Course Description:**

This course is designed to expose students to a range of sport and recreation activities to promote future physical activity.

**Content:**

Fitness, Sport skills, Recreation activities

**Assessment Components:**

Practical involvement (70%)  
Theory based on promotion of recreation pursuits (30%)

**Additional Information:**

Australian Curriculum website link: [Health & Physical Education – Year 10](#)

# Physical Education Extension

**Length:** Semester

**Prerequisites:** B grade or better in Year 9 HPE

**Avenues College Pathway:** This subject leads to Stage 1 Physical Education, Sport Studies, or Health & Wellbeing.

**Course Description:**

This course is suited to students who aim to continue with Physical Education in year 11. Students will participate in a range of sports. Focus will be on skill development, tactics and game awareness. Theory will aim to prepare students for senior school Physical Education.

**Content:**

Fitness, Sport skills, Game skills – tactics, Leadership and initiative activities, Theory of Coaching Skills

**Assessment Components:**

Practical involvement (70%)

Theory based on promotion of recreation pursuits (30%)

**Additional Information:**

Australian Curriculum website link: [Health & Physical Education – Year 10](#)

## Sports Studies

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** This subject leads to Stage 1 Sport Studies

**Course Description:**

This course is suited to students who aim to continue with Physical Education in year 11 and for students with an interest in sport, coaching, officiating and event management.

Students undertake 1 or 2 different Practical Inquiries focused on developing and applying knowledge, concepts and or skills focused on specific sports.

Students undertake 1 collaborative group task planning and delivering sports events, sessions and or coaching clinics for the college community.

Students undertake an individual sports related project of their choice.

**Content:**

Goal Setting, Time Management, Sporting Skill Development, Teamwork, Coaching and Officiating, Problem Solving, Communication, Leadership, Event Management, Self and Peer Assessment, Video Analysis, Promotions

**Assessment Components:**

Students provide evidence of their learning through various school assessments

- Practical Inquiry (skill development of various sports)
- Connections (group task)
- Personal Endeavour (individual project)

**Additional Information:**

Australian Curriculum website link: [Health & Physical Education – Year 10](#)

# Child Studies

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Stage 1 & 2 Child Studies. The course includes visits to child care centres.

**Course Description:**

This unit covers the changing needs of a child from conception to school age.

**Content:**

Conception and genetic issues, Pregnancy and becoming a parent, Child development and play, Constructing a toy/learning aid, Child safety, Nutrition and food for children

**Assessment Components:**

Practical Activities (50%)

Group Activity (25%)

Investigation (25%)

**Additional Information:**

Australian Curriculum website link: [Health & Physical Education – Year 10](#)

# Peer Support (SACE Stage 1)

**Length:** Semester (SACE Stage 1 Subject)

**Prerequisites:** Nil. Student must progress through an application process to be successful in selecting this course.

**Avenues College Pathway:** Avenues College mentoring and teamwork activities, future leadership aspirations

**Subject description:** In this program, students will focus on developing their understanding of the concepts of leadership and peer support. Students also explore key areas of study linked to the SACE capabilities.

**Content:**

- Participation in a variety of activities and programs to support year 7 students as they transition to high school (may include a day excursion for Year 7s focused on relationship building and personal confidence)
- Lead a project based on building resilience.
- Participation in a range of activities developing and supporting teamwork, communication and leadership skills.

**Assessment:**

Folio and discussion (30%)

Practical (40%)

Group Activity (30%)

**Additional information:**

# Exploring Identities and Futures (EIF)

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

**Prerequisites:** Nil

**Avenues College Pathway:** Successful SACE completion

**Subject description:**

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

**Content:**

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

**Assessment:**

Assessment Type 1: Exploring me and who I want to be

Assessment Type 2: Taking action and showcasing my capabilities

**Additional information:**

This compulsory SACE Stage 1 subject will occur in Semester 1. Students must achieve a C grade or better for successful SACE completion



# Workplace Practices (SACE Stage 1)

**Length:** Semester

**Prerequisites:** NIL

**Avenues College Pathway:** Leads to Stage 2 Workplace Practices

**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.

**SACE Subject Outline:** [Stage One Workplace Practices](#)

# Year 11



# Essential Mathematics

**Length:** Year

**Prerequisites:** NIL

**Avenues College Pathway:** Recommended for students interested in SACE Stage 2 Essential Mathematics / STEM / vocational pathway.

**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:**

SACE website link: [Essential Mathematics – Year 11](#)



# General Mathematics

**Length:** Year

**Prerequisites:** B grade or better in two semesters of Year 10 Mathematics.

**Avenues College Pathway:** Recommended for students interested in SACE Stage 2 Essential Mathematics / STEM pathway.

**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 Applications Tasks one per topic (65%)  
Mathematical Investigation (35%)

**Additional Information:**

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

SACE website link: [General Mathematics – Year 11](#)

# Mathematics

## (Previously Mathematics Methods)

**Length:** Year

**Prerequisites:** B grade or better in two semesters of Year 10 Mathematics. Successful completion of Year 10 Mathematics Extension recommended.

**Avenues College Pathway:** Recommended for students interested in SACE Stage 2 Mathematics pathway.

**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:**

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

**Assessment Components:**

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods.



**Additional Information:**

SACE website link: [General Mathematics - Year 11](#)

# Specialist Mathematics

**Length:** Semester

**Prerequisites:** B grade or better in two semesters of Year 10 Mathematics. Successful completion of Year 10 Mathematics Extension recommended.

**Avenues College Pathway:** Stage 1 Specialist Mathematics provides the foundation for further study in Stage 2 Mathematics and/or Stage 2 Specialist Mathematics.

**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:**

Skills and Applications Tasks one per topic (75%)

Mathematical Investigation (25%)

**Additional Information:**

Semester 2, must also select with Mathematics (Previously Mathematical Methods).

SACE website link: [General Mathematics - Year 11](#)

# Essential English

45

**Length:** Year

**Prerequisites:** C grade or better in Year 10 English.

**Avenues College Pathway:** Stage 2 English or Essential English

## 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:

- Analysis of novels, drama scripts or live performances
- Analysis of media, advertising texts or films
- Creation of Essays, Recounts, Reflections, Reviews
- 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.

**SACE Subject Outline:** [Stage One Essential English](#)

# English

**Length:** Year

**Prerequisites:** B grade or better in Year 10 English.

**Avenues College Pathway:** Stage 2 English or Essential English

## 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:

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

## 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:

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 completion.

**SACE Subject Outline:** [Stage One English](#)

# Modern History

**Length:** Semester

**Prerequisites:** B grade or better in Year 10 History

**Avenues College Pathway:** Stage 2 Modern History

**Course Description:**

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:**

This subject leads to Stage 2 Modern History

**SACE Subject Outline:** [Stage One Modern History](#)



# Biology

**Length:** Semester or Year

**Prerequisites:** B grade or better in Year 10 Science. Successful completion of Year 10 Science Extension recommended.

**Avenues College Pathway:** Recommended for students interested in a STEM pathway. Prerequisite to study SACE Stage 2 Biology.

**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:**

**SACE Subject Outline:** [Stage One Biology](#)

# Physics

**Length:** Semester or Year

**Prerequisites:** B grade or better in Year 10 Science. Successful completion of Year 10 Science Extension required.

**Avenues College Pathway:** Recommended for students interested in a STEM pathway. Prerequisite to study SACE Stage 2 Physics.

**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  
 Electric circuits  
 Heat  
 Energy and momentum  
 Waves  
 Nuclear models and radioactivity

**Assessment Components:**

Investigations Folio (50%)  
 Skills and Application Tasks (50%)

**Additional Information:**

**SACE Subject Outline:** [Stage One Physics](#)

# Chemistry

48

**Length:** Year

**Prerequisites:** B grade or better in Year 10 Science. Successful completion of Year 10 Science Extension recommended.

**Avenues College Pathway:** Recommended for students interested in a STEM pathway. Prerequisite to study SACE Stage 2 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:**

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



**Assessment Components:**

Investigations Folio (50%)  
Skills and Application Tasks (50%)

**Additional Information:**

**SACE Subject Outline:** [Stage One Chemistry](#)

# Psychology

**Length:** Semester or Year

**Prerequisites:** B grade or better in Year 10 Science. Successful completion of Year 10 Science Extension recommended.

**Avenues College Pathway:** Prerequisite to study SACE Stage 2 Psychology.

**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:**

Investigations Folio (40%)  
Skills and Application Tasks (60%)

**Additional Information:**

**SACE Subject Outline:** [Stage One Psychology](#)



# Stage One Land Management (Integrated Learning)

**SUBJECT INFORMATION UNAVAILABLE AT TIME OF PRINTING**

**PLEASE ENQUIRE WITH MATHS/SCIENCE LEADER, HEAD OF SECONDARY YEARS OR DEPUTY PRINCIPAL ABOUT AVAILABILITY AND COURSE INFORMATION**



# Music Experience

50

**Length:** Semester or Full Year

**Prerequisites:** C grade or better in Year 10 Music (1 or 2 semesters).

**Avenues College Pathway:** This subject leads to Solo Performance and Ensemble Performance in Stage 2.

**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  
Composition on Acid software  
Sound technology  
Stage Presence Techniques  
Music terminology  
Describe style, context and the elements of music

**Assessment Components:**

Creative Works (2+ for a single semester, 3+ per year)  
Musical Literacy Tasks (1+ for a single semester, 2+ per year)



**Additional Information:**

**SACE Subject Outline:** [Stage One Music](#)

# Creative Arts

**Length:** Semester or Full Year

**Prerequisites:** C grade or better in either Media or Visual Arts at Year 10

**Avenues College Pathway:** This subject leads to Stage 2 Creative Arts

**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:** To select both Visual Arts and Creative Arts at Stage One or Stage Two, you must seek permission from the relevant teacher/learning area leader, based on your ability to cope with the higher workload.

**SACE Subject Outline:** [Stage One Creative Arts](#)

# Visual Arts

**Length:** Semester or Full Year (10 or 20 SACE credits)

**Prerequisites:** C or better in Year 10 Art

**Avenues College Pathway:** This subject leads to Stage 2 Visual Art



## **Course Description:**

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:**

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

To select both Visual Arts and Creative Arts at Stage One or Stage Two, you must seek permission from the relevant teacher/learning area leader, based on your ability to cope with the higher workload.

**SACE Subject Outline:** [Stage One Visual Arts](#)

# Design & Technology

## – CAD Design

**Length:** Semester

**Prerequisites:** Experience with CAD at Year 10 would be an advantage.

**Avenues College Pathway:** Leads to Stage 2 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  
 Develop skills in producing appropriate rendered images of designed products  
 Analyse products and processes involving real world design problems  
 Prototyping of designed products will utilise new technologies eg 3D printing and laser cutting  
 Completed work will be presented in digital format for marking

### Assessment Components:

Specialised Skills Tasks (40%)  
 Design Process & Solution (60%)

### Additional Information:

A fee may apply depending on student project selection.

**SACE Subject Outline:** [Stage One Design, Technology & Engineering](#)

# Digital Photography

**Length:** Semester

**Prerequisites:** Nil, but experience with Photography in Year 10 is recommended.

**Avenues College Pathway:** Leads to Stage 2 Photography.

### Course Description:

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  
 Composition skills  
 Digital manipulation of photographs  
 Analysing products and processes  
 Designing, making and evaluating digital and published products

### Assessment Components:

Specialised Skills Tasks (40%)  
 Design Process & Solution (60%)

### Additional Information:

A fee may apply depending on student project selection.

**SACE Subject Outline:** [Stage One Design, Technology & Engineering](#)

# Digital Technology

**Length:** Semester or Year

**Prerequisites:** Successful completion of Year 10 Digital Technology and Year 10 Mathematics course.

**Avenues College Pathway:** Leads to Stage 2 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 solutions or prototypes  
 Computational thinking skills  
 Make ethical considerations on real world problems

## Assessment Components:

Specialised Skills Tasks (60%)  
 Design Process & Solution (40%)

## Additional Information:

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

**SACE Subject Outline:** [Stage One Digital Technology](#).

# Materials Technology – Metal/Wood

**Length:** Semester or Year

**Prerequisites:** Successful completion of Year 10 Technology course.

**Avenues College Pathway:** Leads to Stage 2 Woodwork and/ or Metalwork. Students need to achieve C grade or better in a practical materials subject to be considered at Year 12.

## Course Description:

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

## Content:

Developing skills in using both hand/ power tools e.g. MIG Welding, Lathe, Radial Arm Saw  
 Using appropriate joining methods  
 Designing, making and evaluating an item of furniture/ product of choice  
 Analysing products and processes involving real world design problems  
 Applying appropriate hardware and finishes to the completed article  
 Safe working practices  
 Develop and interpret CAD drawings of products

## Assessment Components:

Specialised Skills Tasks (40%)  
 Design Process & Solution (60%)

## Additional Information:

A fee may apply depending on student project selection.

**SACE Subject Outline:** [Stage One Design, Technology & Engineering](#)

# Food & Hospitality

**Length:** Semester or Year

**Prerequisites:** Successful completion of Year 10 Food Technology course.

**Avenues College Pathway:** Leads to Stage 2 Food and Hospitality.

## 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:

Assessment Components  
 Practical Activity (50%)  
 Group Activity (25%)  
 Investigation (25%)

## Additional Information:

**SACE Subject Outline:** Stage One Design, Technology & Engineering

# Textiles Technology

**Length:** Semester

**Prerequisites:** Nil, but experience in Design, Technology and Engineering/Textiles Technology would be an advantage.

**Avenues College Pathway:** Pathway - Work and future study in a range of fields related to textiles/fashion, and where skills can be transferred to use with additional materials such as in household/lifestyle product development, jewellery design and making.

## Course Description:

Students will use the design and realisation process, which includes review of design features, processes, materials-textiles, production techniques, and application of creative thinking to the design of a solution. They will plan and develop design concepts, and communicate potential features of, and solutions to, a problem or challenge. Students apply knowledge and understanding of skills, textile product construction procedures and techniques, using technology to realise the solution.

## Content:

Identification of a need, problem or opportunity related to textiles-(fashion and design)  
 Research and analysis of factors to inform a design brief  
 Creation of a design brief  
 Identification of criteria to evaluate how well a finished product satisfies the design brief.  
 Textiles- fashion and design product design, development and planning  
 Creation of a solution using safe work practices  
 Evaluation of the textiles- fashion and design processes and/or solution designed.

## Assessment Components:

Skills and Applications Tasks (60%)  
 Research and Evaluation Task (40%)

## Additional Information:

**SACE Subject Outline:** Stage One Design, Technology & Engineering

# Gaming Systems

**Length:** Semester

**Prerequisites:** Successful completion of Year 10 Technology course. Experience and knowledge with Woodwork and Electronics would be an advantage.

**Avenues College Pathway:** Leads to Stage 2 Materials Technology (Metalwork/Woodwork)

**Course Description:**

Students demonstrate knowledge and skills across multiple disciplines including: Woodwork, ICT and Electronics. Students will learn how to operate and configure a small, single board computer (Raspberry Pi) in order to control various systems within their arcade. Students will combine electronic systems, ICT and traditional materials to create a fully functional Arcade Machine.

**Content:**

Arcade cabinet construction and assembly  
Installation and wiring of buttons, joysticks and peripherals  
Installation and configuration of single board computer and associated systems  
Developing knowledge and skills using 21st century processes such as Laser cutting and CNC machining  
Design and application of artwork on arcade cabinet to a professional standard  
Analysing existing products and processes  
Designing, making and evaluating a complete arcade machine

**Assessment Components:**

Specialised Skills Tasks (40%)  
Design Process & Solution (60%)

**Additional Information:**

A subsidised fee will be incurred to help cover the course objectives.

**SACE Subject Outline:** [Stage One Design, Technology & Engineering](#)



# Auslan (Continuers)

**Length:** Year

**Prerequisites:** C grade or better in Year 10 Auslan.

**Avenues College Pathway:** Leads to Stage 2 Auslan.

## 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 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:

Informal Signed Assessment

Formal Signed Assessment

Text Analysis

Investigation

## Additional Information:

PLEASE NOTE: Course will only be offered OFFSITE at Adelaide School of Languages.

**SACE Subject Outline:** [Stage One Auslan \(Continuers\)](#)





**Length:** Semester or Year

**Prerequisites:** Nil however, C grade or better in Health & Physical Education at Year 10 recommended

**Avenues College Pathway:** Leads to Stage 2 Health and Physical Education.

**Course Description:**

Through physical education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

**Content:**

All topics are taught through practical play.

Students will explore a range of sporting activities in terms of skill exploration and development. Sports may include but are not limited to:

- Volleyball
- Badminton
- Touch
- Aquatics
- Team Handball
- Netball
- Basketball
- Golf
- Gaelic Football

**Assessment Components:**

Students provide evidence of their learning through two assessment tasks.

- Performance Improvement (50%)
- Physical Activity Investigation (50%)

**Additional Information:**

This is an ATAR subject however, opportunities for conversion to Community Connections can be negotiated to cater for individual needs and career aspirations.

**SACE Subject Outline:** [Stage One Health & Physical Education](#)

# Child Studies

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** This subject leads to Stage 2 Child Studies.

**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)  
Children's nutrition, growth, and development

**Assessment Components:**

Practical Activities (50%)  
Group Activity (25%)  
Investigation (25%)

**Additional Information:**

**SACE Subject Outline:** [Stage One Child Studies](#)



# Health & Wellbeing

**Length:** Semester or Year

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to Stage 2 Health and Wellbeing



## **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 (Wellbeing Goal)

Health promotion in the Community (Sports Coaching/Event Management/Information Presentations)

Risk and Challenges to Health (Scenario Based Investigations)

Contemporary Health Issues (Visual Text Response & Investigation)

Online Learning Course

## **Assessment Components:**

Students provide evidence of their learning through three assessments. Each assessment type has a weighting of at least 20%.

Practical Action (1 x Individual Assignment & 1 x Collaborative Assignment)

Issue Inquiry (1 x Assignment)

## **Additional Information:**

**SACE Subject Outline:** [Stage One Health and Wellbeing](#)

# Sports Studies

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**Length:** Semester or Year

**Prerequisites:** Nil

**Avenues College Pathway:** This subject leads to Stage 2 Sport Studies. This course is recommended for students with an interest in sport, coaching, officiating and event management is recommended.

**Course Description:**

Students undertake 1 or 2 different Practical Inquiries focused on developing and applying knowledge, concepts and or skills focused on specific sports.

Students undertake 1 collaborative group task planning and delivering sports events, sessions and or coaching clinics for the college community.

Students undertake an individual sports related project of their choice.

**Content:**

Goal Setting, Time Management, Sporting Skill Development, Teamwork, Coaching and Officiating, Problem Solving, Communication, Leadership, Event Management, Self and Peer Assessment, Video Analysis, Promotions, Logistics

**Assessment Components:**

Students provide evidence of their learning through various school assessments.

- Assessment Type 1: Practical Inquiry (40%)
- Assessment Type 2: Connections (30%)
- Assessment Type 3: Personal Endeavour (30%)

**Additional Information:**

This subject is available for the full year.

**SACE Subject Outline:** [Stage One Health & Physical Education](#)

# Business Innovation

**Length:** Semester

**Prerequisites:** NIL

**Avenues College Pathway:** Leads to Stage 2 Business Innovation

**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 design-led 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:** Nil

**SACE Subject Outline:** [Stage One Business Innovation](#)

# Activating Identities and Futures (AIF)

**Length:** Semester

**Prerequisites:** Nil

**Avenues College Pathway:** SACE Compulsory subject

**Subject description:**

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

**Content:**

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

**Assessment:**

School assessment  
•Assessment Type 1: Portfolio (35%)  
•Assessment Type 2: Progress Checks (35%)  
External assessment  
•Assessment Type 3: Appraisal (30%)

**Additional information:** This compulsory Stage 2 subject will run in Semester 1. Students must achieve a C grade or higher for successful SACE completion.

# Workplace Practices

**Length:** Semester

**Prerequisites:** NIL

**Avenues College Pathway:** Leads to Stage 2 Workplace Practices

## **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.

**SACE Subject Outline:** [Stage One Workplace Practices](#)



# Year 12



## Essential Mathematics

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in a STEM vocational pathway.

**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.

**SACE Subject Outline:** [Stage Two Essential Mathematics](#)

# General Mathematics

**Length:** Year

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

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

**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.

**SACE Subject Outline:** [Stage Two General Mathematics](#)

# Mathematical Methods

**Length:** Year

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

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

**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.

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

**SACE Subject Outline:** [Stage Two Mathematical Methods](#)



# Specialist Mathematics

**Length:** Year

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

**Avenues College Pathway:** Specialist Mathematics, when studied together with Mathematical Methods, can be a pathway to engineering, physical science, and laser physics.

**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.

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

**SACE Subject Outline:** [Stage Two Specialist Mathematics](#)

# Essential English

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**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying courses at a tertiary level that require a background in 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%),
- 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

**SACE Subject Outline:** Stage Two Essential English

# General English

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying courses at a tertiary level that require a background in 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

**SACE Subject Outline:** Stage Two General English

# Modern History

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying courses at a tertiary level that require a background in 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.

**Assessment Components:**

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

**Additional Information:**

This is an ATAR subject.

**SACE Subject Outline:** [Stage Two Modern History](#)

**Length:** Year

**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.

**Avenues College Pathway:** Recommended for students interested in studying Biology at a tertiary level/STEM pathway.

**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.

**SACE Subject Outline:** [Stage Two Biology](#)

# Chemistry

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying Chemistry at a tertiary level / STEM career pathway .

**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:**

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

SACE Subject Outline: [Stage Two Chemistry](#)

# Physics

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying Chemistry at a tertiary level/STEM career pathway .

**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.

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

SACE Subject Outline: [Stage Two General Physics](#)

# Psychology

**Length:** Year

**Prerequisites:** One semester of Stage 1 Biology or Psychology recommended

**Avenues College Pathway:** Recommended for students interested in studying Psychology at a tertiary level.

**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.

SACE Subject Outline: [Stage Two General Psychology](#)

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying Science at a tertiary level.

## **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.

SACE Subject Outline: [Stage Two Scientific Studies](#)

# Music Performance – Ensemble

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying Music at a tertiary level.

## 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.

SACE Subject Outline: [Stage Two Music Performance – Ensemble](#)

# Music Performance – Solo

**Length:** Year

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

**Avenues College Pathway:** Recommended for students interested in studying Music at a tertiary level.

## 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.

SACE Subject Outline: [Stage Two Music Performance – Solo](#)

# Creative Arts

**Length:** Year

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

**Avenues College Pathway:** Leads to further tertiary studies at both University and TAFE.

## 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.

To select both Visual Arts and Creative Arts at Stage One or Stage Two, you must seek permission from the relevant teacher/learning area leader, based on your ability to cope with the higher workload.

SACE Subject Outline: [Stage Two Creative Arts](#)

# Visual Arts

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

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

**Avenues College Pathway:** Leads to further tertiary studies at both University and TAFE.

## 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.

To select both Visual Arts and Creative Arts at Stage One or Stage Two, you must seek permission from the relevant teacher/learning area leader, based on your ability to cope with the higher workload.

SACE Subject Outline: [Stage Two Visual Arts](#)



# Design & Technology – CAD Design

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**Length:** Year

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

**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.

**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.

SACE Subject Outline: [Stage Two Design Technologies](#)



# Digital Photography

**Length:** Year

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

**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.

**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.

SACE Subject Outline: [Stage Two Digital Photography](#)

# Digital Technology

**Length:** Year

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

**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.

**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.

SACE Subject Outline: [Stage Two Digital Technology](#).

# Design & Technology – Metalwork

**Length:** Year

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

**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.

**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.

SACE Subject Outline: [Stage Two Design Technology & Engineering](#)

# Design & Technology – Woodwork

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**Length:** Year

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

**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.

**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.

SACE Subject Outline: [Stage Two Design Technology & Engineering](#)



# Food & Hospitality

**Length:** Year

**Prerequisites:** Successful completion of Stage One Food Technology course.

**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.

**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.

**SACE Subject Outline:** [Stage Two Food and Hospitality](#)

# Auslan (Continuers)

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**Length:** Year

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



**Avenues College Pathway:** Leads to vocational pathways via TAFE and University.



**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.

PLEASE NOTE : This course will only be offered OFFSITE at Adelaide School of Languages

**SACE Subject Outline:** [Stage Two Auslan Continuers](#)

# Physical Education

**Length:** Year

**Prerequisites:** C grade or better in Stage 1 Health & Physical Education

**Avenues College Pathway:** Leads to further studies at a tertiary level or at TAFE in Physical Education

## Course Description:

Through physical education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

## Content:

All topics are taught through practical play. Students will explore a range of sporting activities in terms of skill exploration and development. Sports may include but are not limited to:

- Volleyball • Badminton • Touch • Aquatics • Team Handball
- Netball • Basketball • Golf • Gaelic Football

## Assessment Components:

Students provide evidence of their learning through three assessment tasks.

- Diagnostics (30% - 2-3 Assignments)
- Self-improvement Portfolio (40%)
- Group Dynamics (30% - External Assignment)



## Additional Information:

This is an ATAR subject however, opportunities for conversion to Community Connections can be negotiated to cater for individual needs and career aspirations.

**SACE Subject Outline:** [Stage Two Health & Physical Education](#)

# Child Studies

**Length:** Year

**Prerequisites:** Nil.

**Avenues College Pathway:** This subject is suitable for students who are interested in a future career in child care or in teaching.

## 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 however, opportunities for conversion to Community Connections can be negotiated to cater for individual needs and career aspirations.

**SACE Subject Outline:** [Stage Two Child Studies](#)

# Health & Wellbeing

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**Length:** Year

**Prerequisites:** C grade or better in Stage 1 Health & Wellbeing

**Avenues College Pathway:** Leads to further tertiary studies at both University and TAFE.

## **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 the curriculum. Content that may be covered includes but is not limited to:

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

## **Assessment Components:**

Students provide evidence of their learning through three assessments. Each assessment type has a weighting of at least 20%.

Practical Action (1 x Individual Assignment & 1 x Collaborative Assignment)

Issue Inquiry (1 x Assignment)

**Additional Information:** This is an ATAR subject however, opportunities for conversion to Community Connections can be negotiated to cater for individual needs and career aspirations.

**SACE Subject Outline:** [Health and Wellbeing](#)

# Sports Studies (Integrated Learning)

79

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Leads to further tertiary studies at both University and TAFE.

## **Course Description:**

Students undertake 2 or 3 different Practical Inquiries focused on developing and applying knowledge, concepts and or skills focused on specific sports.

Students undertake 1 or 2 collaborative group task planning and delivering sports events, sessions and or coaching clinics for the college community.

Students undertake an individual sports related project of their choice.

## **Content:**

Goal Setting, Time Management, Sporting Skill Development, Teamwork, Coaching and Officiating, Problem Solving, Communication, Leadership, Event Management, Self and Peer Assessment, Video Analysis, Promotions, Logistics

## **Assessment Components:**

Students provide evidence of their learning through various school based and external assessments.

- Assessment Type 1: Practical Inquiry (40%)
- Assessment Type 2: Connections (30%)
- Assessment Type 3: Personal Endeavour (30% - External Assessment)

**Additional Information:** This is an ATAR subject however, opportunities for conversion to Community Connections can be negotiated to cater for individual needs and career aspirations.

**SACE Subject Outline:** [SACE Physical Education](#)

# Business Innovation

80

**Length:** Year

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

**Avenues College Pathway:** Leads to further tertiary studies at both University and TAFE.

## **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.

**SACE Subject Outline:** [Stage Two Business Innovation](#)



# Information Processing and Publishing

81

**Length:** Year

**Prerequisites:** Nil

**Avenues College Pathway:** Recommended for students interested in Graphic Design and design pathways.

**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.

**SACE Subject Outline:** [Stage Two Information Processing & Publishing](#)

## Workplace Practices

**Length:** Semester

**Prerequisites:** NIL

**Avenues College Pathway:** Leads to further tertiary studies at both University and TAFE.

**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.

**SACE Subject Outline:** [Stage Two Workplace Practices](#)

# KEY LEADERS

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AT TIME OF 2024 SUBJECT SELECTION



## LEARNING AREA LEADERS

**MATHS/SCIENCE/STEM – Francesca Chilcott**

**ENGLISH/HASS/LANGUAGES – Kayla Sergi**

**ARTS/MUSIC/HPE – Jen Geyer**

**TECHNOLOGIES – Tony Zimbardi**

**CROSS DISCIPLINARY – Tracy Glazier**

## SACE/VET LEADER CAREERS AND PATHWAYS LEADER

**Michelle Povey**

## STUDENT WELLBEING LEADER – SECONDARY YEARS

**Mike Haynes**

## HEAD OF SECONDARY YEARS

**Jen Geyer**

## DEPUTY PRINCIPAL

**Daniel Lasscock**

## PRINCIPAL

**Hamish McDonald**



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