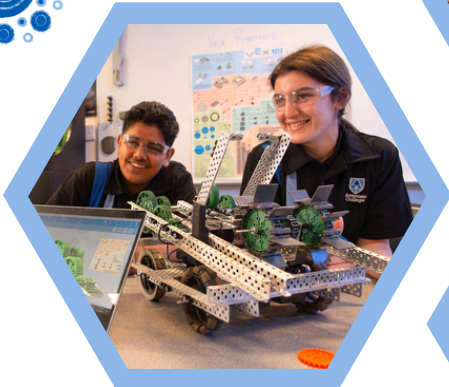




CURRICULUM Handbook



2026

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Principal's

Introduction

03

With great pleasure, I introduce to you our 2026 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.

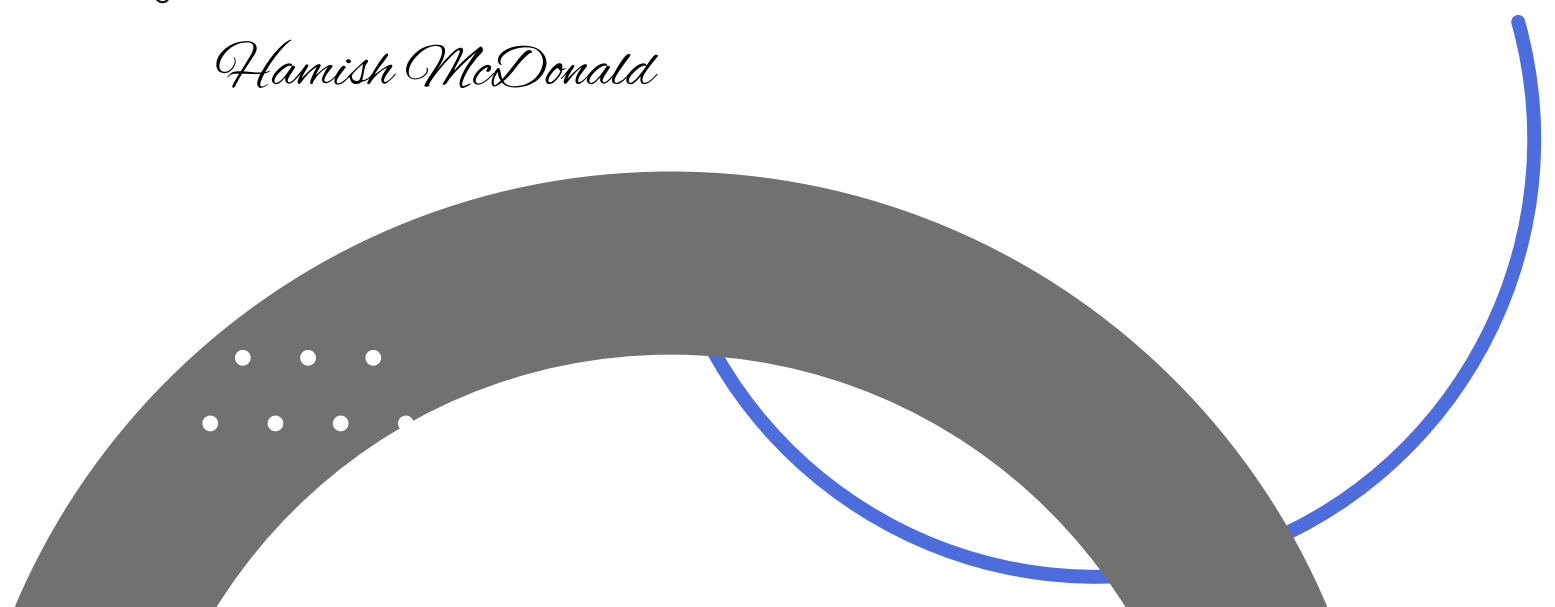
Beyond academic pursuits, we believe in the importance of holistic development. We encourage all students to actively participate in our school community through various additional opportunities available at Avenues College. These include participating in school events, engaging in extra-curricular programs, 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.

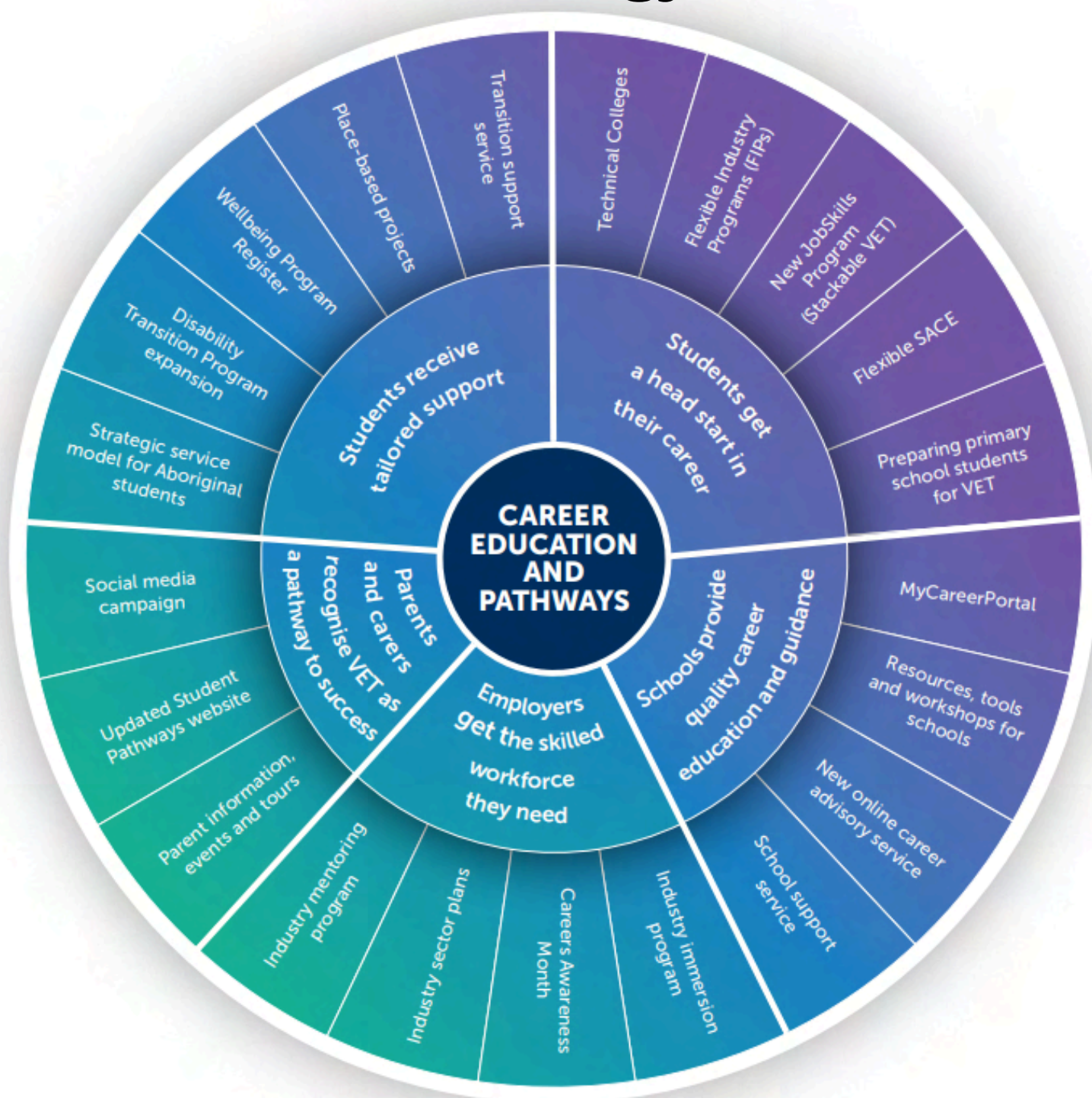
Warm regards,

Hamish McDonald



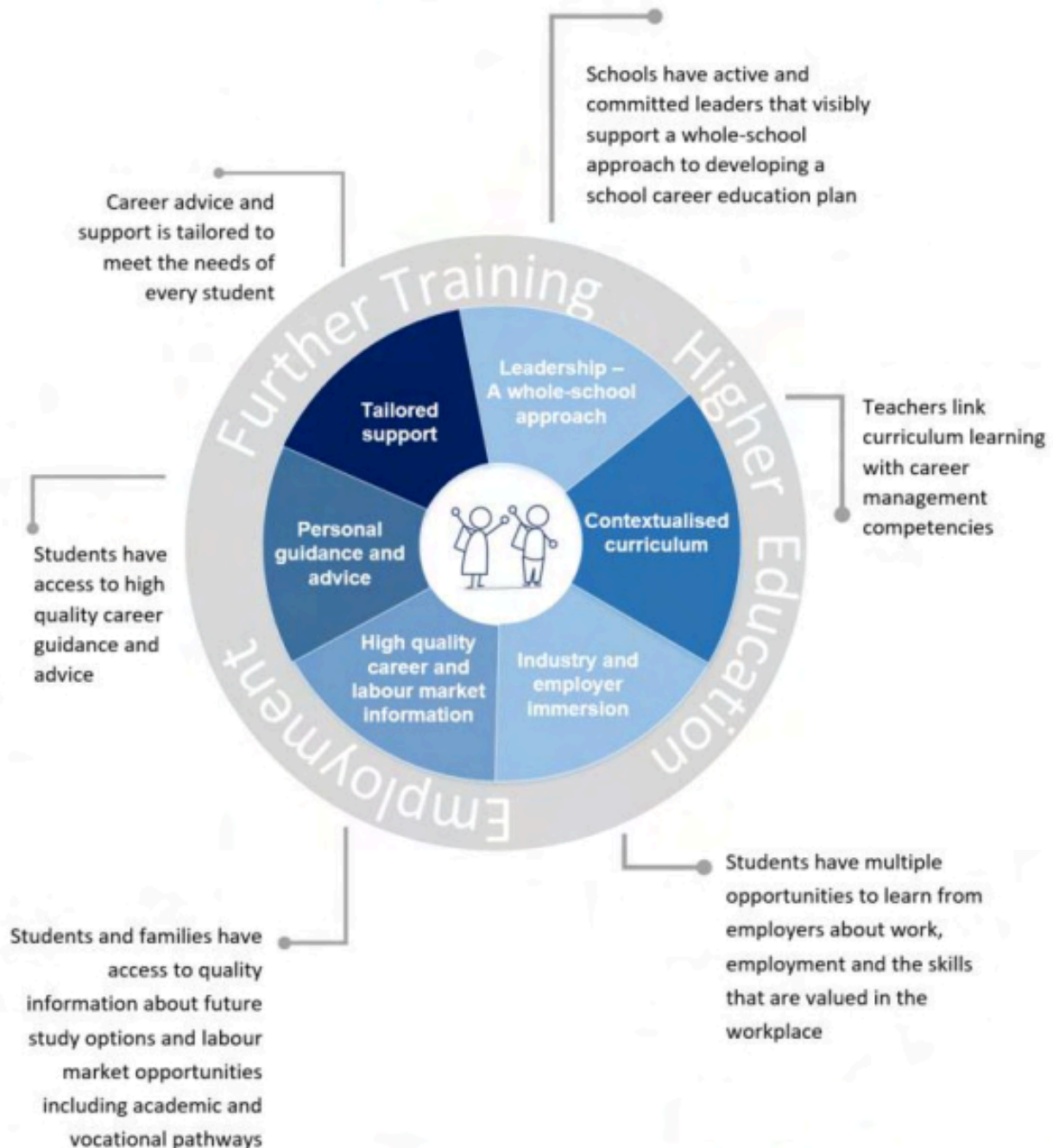
DEPARTMENT FOR EDUCATION

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.

Careers

Education & Pathways

06

Vocational Education and Training (VET)

Vocational Education and Training (VET) is nationally accredited training that gives students skills and knowledge for their desired career pathways, while still at school.

VET is assessed as units of competency completed. In general, 70 nominal hours of training in a VET course equates to 10 credits. Certificate II courses are most often awarded SACE Stage 1 credits, and Certificate III courses awarded SACE Stage 2 credits.

Check the VET Recognition Register on the SACE website to see specific credits and levels for specific courses.

<https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>

At Avenues College VET pathways are offered to students in year 11 and 12. Students who have an interest in an industry pathway can apply for a VET course, which is linked to their career pathway, and can gain access to a range of off-site VET options that are delivered by Nominated Training Organisations (NTO's).

Students will need to travel independently to the host sites to access this training. Typically, VET training is one day per week, with the length of the course dependent on the exact qualification and delivery method.

FLEXIBLE INDUSTRY PATHWAYS (FIPs)

Flexible Industry Pathways (FIPs) are industry endorsed pathways from secondary school to employment in key growth sectors in South Australia as identified by the State Government.

Flexible Industry Pathways include:

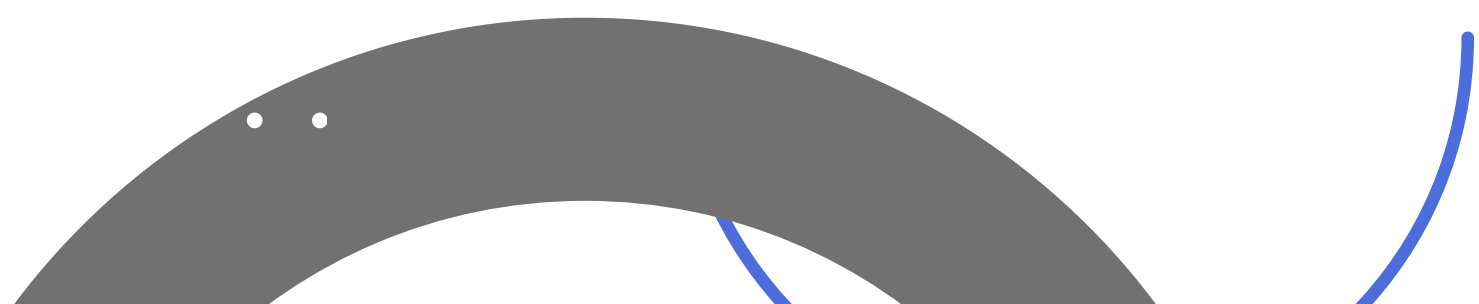
- Concurrent SACE and VET studies y Certificate II and III VET qualifications
- SACE employability skills training
- Industry-specific licenses such as: – White Card – First Aid

FIPs ensure students are job-ready upon completion of their studies while providing industry with a pipeline of skilled workers.

Students can explore the current FIPs through the Student Pathways website.

<https://studentpathways.sa.edu.au/>

Course fees for VET are subsidised by the State Government, but there will often be a cost to parents. It is extremely important that due dates for expression of interest and applications are adhered to, to enable the VETRO timelines to be met.



Careers

Education & Pathways

07

Students interested in enrolling in a VET course must follow the process below





**Avenues
College**

2025

OUR ACTIONS

- **EMBEDDING**
- **ENHANCING**
- **EXPLORING**

OUR GOAL

Enhancing *effective learners*, as we progress towards our goal of *excellence* in Reading and Writing

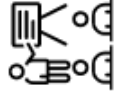


Embedding high impact teaching and conditions for learning

EMBEDDING



Learning intentions and success criteria



Explicit teaching and reflective practice



Differentiated instruction



Exploring learner agency

EXPLORING



Student Agency



Enhancing effective learners

ENHANCING



Safe Learning Environments



Cultural Currency

Curriculum Map Year 7 to 12

09

[illegible]

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, and drama.

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
MATHEMATICS	Mathematics	Mathematics	Mathematics
ENGLISH	English	English	English
HASS	- Geography - History - Civics	- Geography - History - Civics	- Geography - History - Business & Economics
SCIENCE	Science	Science	Science
ARTS	- Music - Media Arts - Visual Arts - Drama	- Music - Media Arts - Visual Arts - Drama	- Music - Media Arts - Visual Arts
TECHNOLOGIES	- Design & Technology - Food Technology - Textiles Technology	- Design & Technology - Food Technology - Textiles Technology	- Design & Technology - Digital Technology - Food Technology
LANGUAGES	- AUSLAN - Aboriginal Culture and Languages	- AUSLAN - Aboriginal Culture and Languages	- AUSLAN (Continuers) - Aboriginal Culture and Languages
HEALTH AND PHYSICAL EDUCATION	Health & Physical Education	Health & Physical Education	Health & Physical Education
CROSS DISCIPLINARY			STEM
MANDATED	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum

Year 9

13



Mathematics

Length: Year

Assumed Knowledge: 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 Mathematic 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:

Real, rational, and irrational numbers
Patterns and Algebra, Linear and Non-Linear Relationships
Index Laws and Units of Measurement
Geometric Reasoning
Data representation and interpretation
Probability 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

Assumed Knowledge: 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

Assumed Knowledge: 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

15

Length: Semester

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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:

Body systems and Homeostasis
Atoms and the Periodic Table
Energy conservation and transfer
Reproduction
Chemical Reactions
Carbon cycle and photosynthesis

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

Assumed Knowledge: 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 MUSESCOLE 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

17

Length: Semester or Year

Assumed Knowledge: 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

Assumed Knowledge: 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

18

Length: Semester

Assumed Knowledge: 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

Assumed Knowledge: 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 19

Length: Semester or Year

Assumed Knowledge: 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](#)

Year 9 STEM – Cross Disciplinary

Length: Semester

Assumed Knowledge: Nil

Avenues College Pathway: Senior STEM Pathway

Subject description:

The content is designed to extend students in preparation for career pathways that require a strong foundation in STEM and related disciplines.

This course challenges student to explore real-world problems through the integrated application of Science, Technology, Engineering, and Mathematics. Students will engage in hands-on projects, data analysis, and design thinking to develop innovative solutions. The course builds critical thinking, creativity, and collaboration skills, preparing students for future STEM pathways and careers.

Content:

Selected Maths and Science Topics
Selected Technology and Design Topics

Assessment:

Practical/Investigation/Project: 50%
Skills and Application Tasks: 50%

Additional information: N/A

Languages – AUSLAN (Continuers)²⁰

Length: Year

Assumed Knowledge: 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](#)

Health & Physical Education

Length: Year

Assumed Knowledge: 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:

This subject incurs an additional resource fee for an overnight camp.

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

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 and
- the SA Tertiary Admissions Centre (SATAC) 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

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



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 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
MATHEMATICS	- Mathematics - Maths for STEM and Engineering Pathways	- Essential Mathematics - General Mathematics - Mathematics - Specialist Mathematics	- Essential Mathematics - General Mathematics - Mathematical Methods - Specialist Mathematics
ENGLISH	English	- Essential English - English	- Essential English - English
HASS	- History - Business & Economics - Legal Studies (SACE Stage 1)	Legal Studies (SACE Stage 1)	Modern History
SCIENCE	- Science - Science Extension	- Biology - Chemistry - Physics - Psychology - Stage 1 Land Management (Integrated Learning)	- Biology - Chemistry - Physics - Psychology - Scientific Studies
ARTS	- Music - Media Arts - Visual Arts	- Music Experience - Creative Arts - Visual Arts	- Music Performance – Ensemble - Music Performance - Solo - Creative Arts - Visual Arts
TECHNOLOGIES	- CAD Design - Digital Photography - Digital Technology - Materials Technology (Metal/Wood) - Food Technology - STEM Technology	- CAD Design - Digital Photography - Digital Technology - Materials Technology (Metal/Wood) - Food Technology	- CAD Design - Digital Photography - Digital Technology - Metalwork - Woodwork - Food and Hospitality
LANGUAGES			
HEALTH AND PHYSICAL EDUCATION	- Health & Physical Education - Child Studies - Physical Education Extension - Sports Studies	- Physical Education - Child Studies - Health and Wellbeing - Sports Studies	- Physical Education - Child Studies - Health and Wellbeing - Sports Studies (Integrated Learning)
CROSS DISCIPLINARY	- Peer Support (SACE Stage 1) - EIF, Exploring Identities and Futures - Workplace Practices (SACE Stage 1)	- Business Innovation - AIF - Activating Identities and Futures - Workplace Practices	- Business Innovation - Information Processing and Publishing (IPP) - Workplace Practices
MANDATED	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum

Year 10



Mathematics

Length: Year

Assumed Knowledge: 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:

Approximation and real numbers; Linear, quadratic, and exponential models; Trigonometry and logarithms; Geometric reasoning and networks; Data representation and interpretation; Conditional 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](#)

Maths for STEM and Engineering Pathways

Length: Semester

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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](#)

Legal Studies (SACE Stage 1)

Length: Semester

Assumed Knowledge: 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:

Students complete a study of Focus area 1: Law and communities, and then complete at least two additional focus areas for a 10-credit subject.

Through inquiry, students build their understanding of how Australia's laws have developed from rules, customs, creeds, codes, customary law (such as Australian Aboriginal and Torres Strait Islander customary law), and common law.

They study the power, influence, and perspectives of those who have constructed Australia's laws and, through analysis and judgment, develop informed opinions and arguments.

By exploring the past, students gain an understanding of the evolution and need for laws in Australian society and consider their role in influencing and constructing laws.

Students make one or more connections to the concepts of rights, fairness and justice, power, and change.

Assessment Components:

1. Source Analysis
2. Inquiry
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

Assumed Knowledge: 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:

DNA, genes and Genetics; Evolution and Natural Selection; Origins of the Universe; Earth Systems, Newton's Laws of Motion; Periodic Table; Chemical reactions.

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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

33

Length: Semester or Year

Assumed Knowledge: 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

34

Length: Semester

Assumed Knowledge: 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

Assumed Knowledge: 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

35

Length: Semester

Assumed Knowledge: Successful completion of Year 9 Digital Technology course.

Course Description

This course aims to develop creative and innovative problem solving. Students will analyse problems, design and create solutions and evaluate their outcomes. Students use specialist robotics equipment, implement modular programs, apply selected algorithms and data structures to real world problems.

Content

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

Assessment Components

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

Additional Information

Leads to Stage 1 Digital Technologies

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

Technologies – Materials Technology (Metal/Wood)

Length: Semester or Year

Assumed Knowledge: 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 36

Length: Semester or Year

Assumed Knowledge: 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](#)

Health & Physical Education

Length: Semester

Assumed Knowledge: 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:

This subject incurs an additional resource fee for an overnight camp.
Australian Curriculum website link: [Health and Physical Education – Year 10](#)

Health & Physical Education – General

Length: Semester

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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)

Assumed Knowledge: 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)

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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 and Construction
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

Assumed Knowledge: 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

Assumed Knowledge: 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 and Statistics, Differential 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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](#)

HASS – Legal Studies (SACE Stage 1)



Length: Semester

Assumed Knowledge: B grade or higher in Legal Studies (Year 10), History and/or English.

Avenues College Pathway: SACE Stage 2 Legal Studies

Course Description:

Students examine Australia's legal heritage and the evolving nature of its legal system within a global context. They learn about the structures of the Australian legal system and how it both responds to and influences social change while respecting tradition.

Students gain an understanding of law-making, dispute resolution processes, and the administration of justice. They explore legal perspectives on contemporary societal issues and reflect on the strengths and weaknesses of the Australian legal system, making informed judgements.

Content:

Students complete a study of Focus area 1: Law and communities, and then complete at least two additional focus areas for a 10-credit subject.

Through inquiry, students build their understanding of how Australia's laws have developed from rules, customs, creeds, codes, customary law (such as Australian Aboriginal and Torres Strait Islander customary law), and common law.

They study the power, influence, and perspectives of those who have constructed Australia's laws and, through analysis and judgment, develop informed opinions and arguments.

By exploring the past, students gain an understanding of the evolution and need for laws in Australian society and consider their role in influencing and constructing laws.

Students make one or more connections to the concepts of rights, fairness and justice, power, and change.

Assessment Components:

1. Analytical Response
2. Inquiry
3. Presentation

Additional Information:

Students who completed Legal Studies in Year 10 may still select this course in Year 11 – the material covered will be different. Students will obtain 10 credits towards their SACE for completing the course at the end of the semester. Students will revisit Focus Area 1, 'Law and Communities', but from a new perspective. The other two focus areas will be determined by the subject teacher. They will be able to continue Legal Studies if they wish for another semester when they're in Year 12.

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

Biology

Length: Semester or Year

Assumed Knowledge: 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

Assumed Knowledge: 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

Length: Year

Assumed Knowledge: 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

Assumed Knowledge: 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)

Length: 1 year

Assumed Knowledge: A love of nature, and a willingness to work both inside and outside.

Avenues College Pathway: Pathway – Future study in Landscape and Garden Design (industry-led short course), Certificate II in Conservation and Ecosystem Management (AHC21020), or a Certificate IV in Environmentally Sustainable Management (11130NAT) to work in a variety of fields including design, conservation, and land care management.

Course Description:

Students develop safe practices to work outside with biological materials. They develop ICT skills to research, record data, and plan and prepare for management practices. Students learn Kurna Cultural practices regarding native plants, and participate in endangered species seed collection and propagation.

Content:

Work Health and Safety
ICT integration
Propagation
Native plants management

Assessment Components:

Practical Exploration (50%)
Connections to Community (25%)
Personal Venture (25%)

Additional Information:

This course can be 10 or 20 credits.

The course includes local excursions to develop knowledge and understanding in endangered plants and seeds propagation, and Kurna Cultural uses of plants.

SACE Subject Outline:



Music Experience

50

Length: Semester or Full Year

Assumed Knowledge: 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

Assumed Knowledge: 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](#)

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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Gaming Systems

Length: Semester

Assumed Knowledge: 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:

This subject incurs an additional resource fee. As a guide, the 2025 fee was \$250 per student.

SACE Subject Outline: Stage One Design, Technology & Engineering



Length: Semester or Year

Assumed Knowledge: 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 subject incurs an additional resource fee for a 2 night camp.

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

Assumed Knowledge: 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

Assumed Knowledge: 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:

This subject incurs an additional resource fee for a 2 night camp.

SACE Subject Outline: Stage One Health and Wellbeing

Length: Semester or Year

Assumed Knowledge: 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 incurs an additional resource fee for a 2 night camp.

This subject is available for the full year.

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

Business Innovation

Length: Semester

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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](#)

Length: Year

Assumed Knowledge: 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

Assumed Knowledge: 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

Length: Year

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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.

This subject incurs an additional resource fee.

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)

Assumed Knowledge: 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.

This subject incurs an additional resource fee.

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

Assumed Knowledge: 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

Assumed Knowledge: 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

Assumed Knowledge: 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 subject incurs an additional resource fee.
 This practical course requires access to a computer outside normal lessons.

SACE Subject Outline: Stage Two Digital Technology.

Design & Technology – Metalwork

Length: Year

Assumed Knowledge: 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

Length: Year

Assumed Knowledge: 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. This subject incurs an additional resource fee.

SACE Subject Outline: Stage Two Design Technology & Engineering



Food & Hospitality

Length: Year

Assumed Knowledge: 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. This subject may incur additional resource fees.

SACE Subject Outline: Stage Two Food and Hospitality

Physical Education

75

Length: Year

Assumed Knowledge: 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

Assumed Knowledge: Nil. Stage 1 Child Studies would be an advantage.

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:

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.

Assessment Components:

Assessment Components:

Practical Assessment (50%)

Group Activity (20%)

External Assessment: Investigation (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

76

Length: Year

Assumed Knowledge: 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)

77

Length: Year

Assumed Knowledge: 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

Length: Year

78

Assumed Knowledge: 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](#)

Workplace Practices

Length: Semester

Assumed Knowledge: 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](#)

Information Processing and Publishing

79



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%).

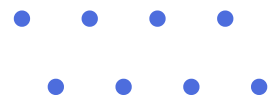
Additional Information: This is an ATAR subject. .

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

KEY LEADERS

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AT TIME OF 2025 SUBJECT SELECTION



LEARNING AREA LEADERS

MATHS/SCIENCE/STEM – Francesca Chilcott

ENGLISH/HASS/LANGUAGES – Kayla Sergi

THE ARTS/MUSIC – Tracey Fullerton

HPE –Christie Duffy

CROSS DISCIPLINARY – Tracy Glazier

SACE/VET LEADER CAREERS AND PATHWAYS LEADER

Michelle Povey

STUDENT WELLBEING LEADER – SECONDARY YEARS

Narelle Christiansen

HEAD OF SECONDARY YEARS

Jen Geyer

DEPUTY PRINCIPAL

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