CURRICULUM Handbook 2027

Avenues College

Table of contents

Principal's Introduction

With great pleasure, I introduce to you our 2027 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.

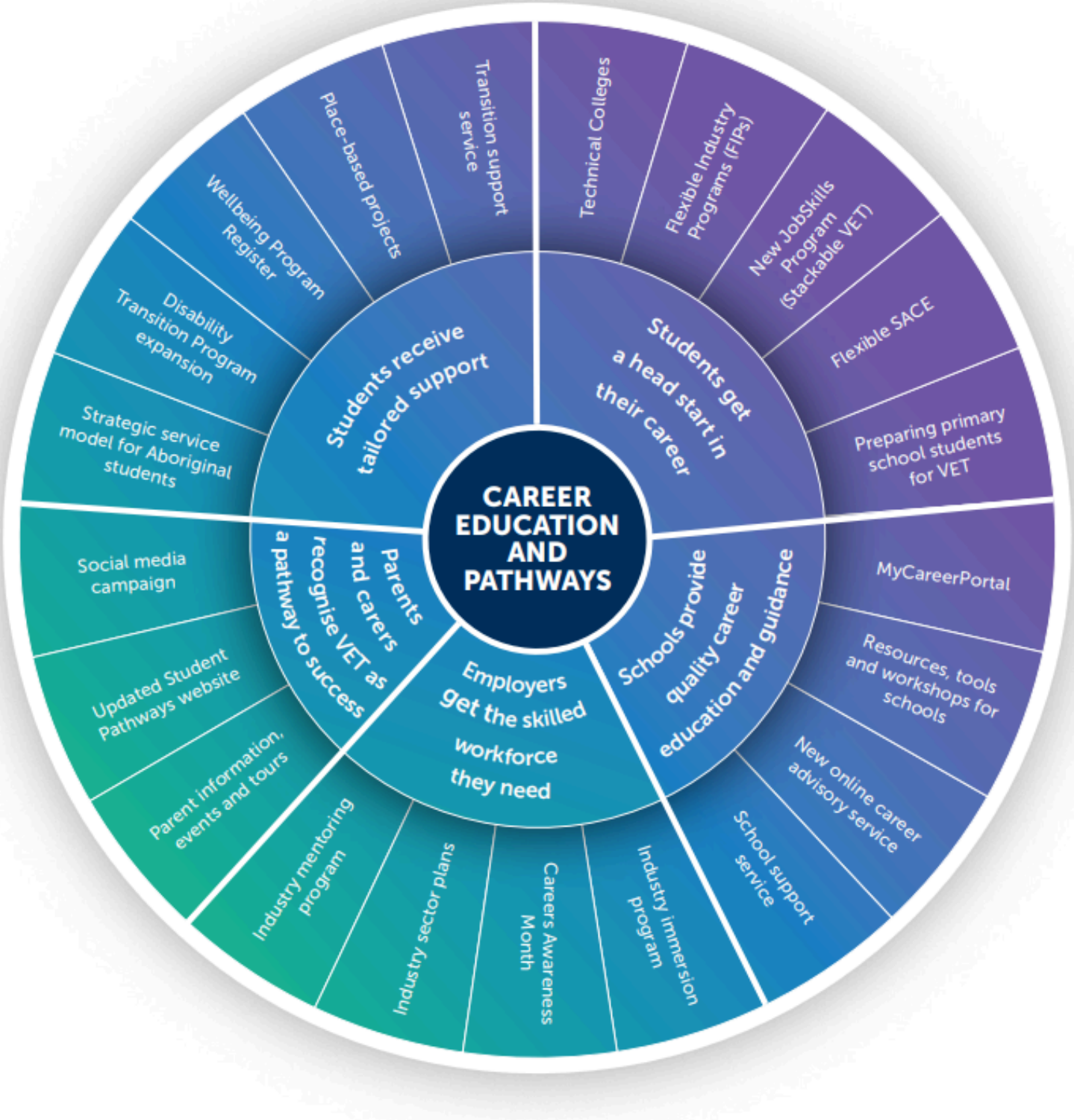
This curriculum guide serves as a roadmap to navigate the educational pathways at our school. It provides detailed information about subject offerings, assessment methods, SACE requirements, and pathways to further education and career opportunities. We encourage students, parents, and caregivers to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

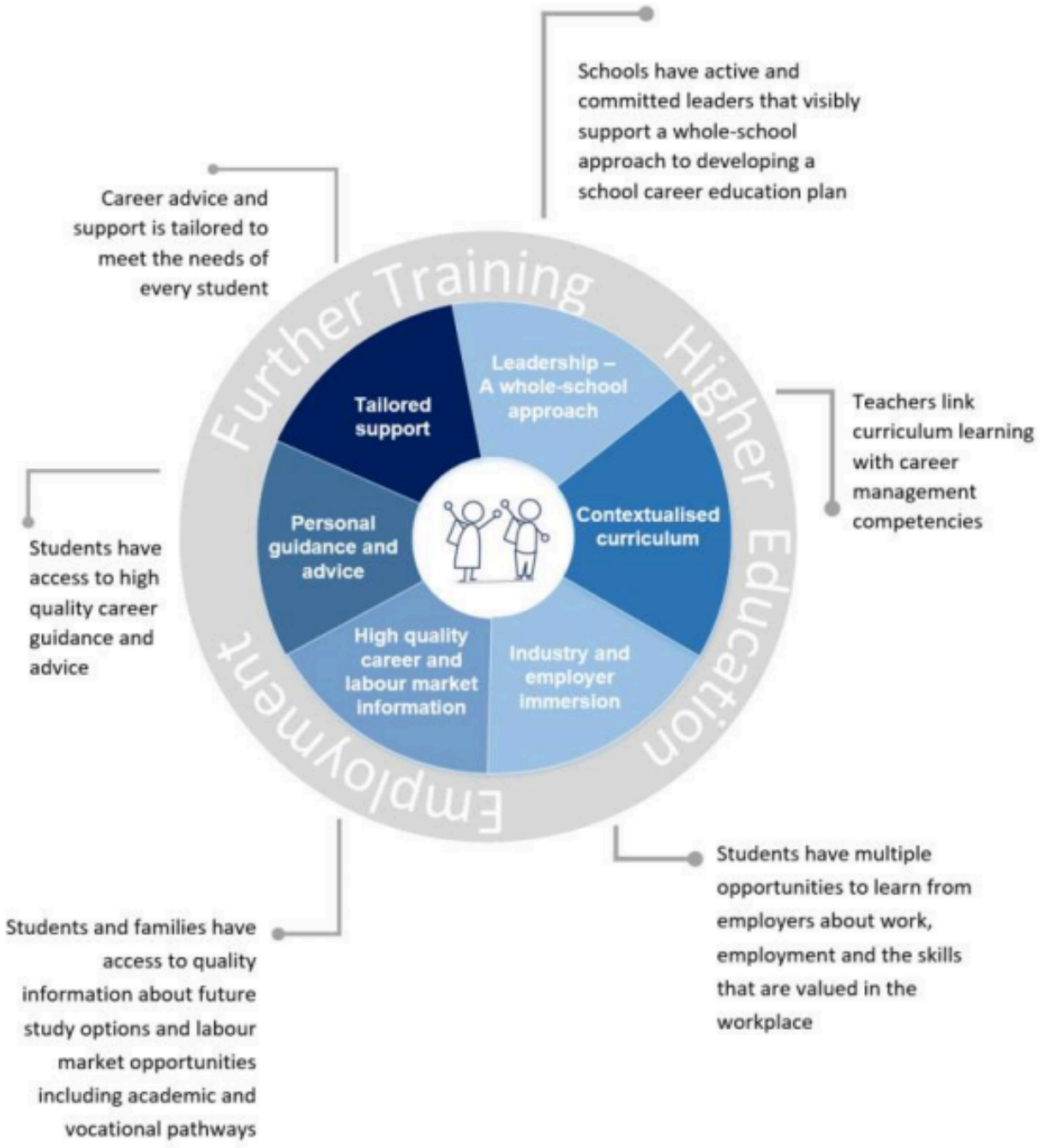
DEPARTMENT FOR EDUCATION
Career Education and Pathways Strategy



https://www.education.sa.gov.au/docs/spc/Career-Education-and-Pathways-Strategy.pdf

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.

https://edi.sa.edu.au/library/document-library/system-performance/further-education-and-pathways/best-advice-for-implementing-career-education-and-guidance.pdf

Careers
Education & Pathways

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
- 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

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

Site Improvement

Special Interest Programs

Yr 7 to 10 Cricket Program

Length: Year

Assumed Knowledge: Nil - experience in cricket would be beneficial.

Avenues College Pathway: Pathways into senior school SACE subjects.

Subject description:
Avenues College Specialist Cricket Program is an exciting initiative for students in Years 7–10 who have a passion for cricket and are eager to develop their skills, knowledge and understanding of the game. Delivered in partnership with SACA, the program combines high-quality coaching with engaging practical experiences to support students of all ability levels. Students will develop their batting, bowling, fielding and game awareness while building important personal qualities such as resilience, respect, responsibility, resourcefulness, teamwork and leadership. Training takes place across a variety of indoor, outdoor and turf wicket facilities, providing students with authentic environments to practice and improve their performance. Throughout the year, students will participate in excursions, cricket carnivals, and coaching experiences, while also learning from experienced coaches, including those from East Torrens District Cricket Club, with whom the school enjoys a strong community partnership. Students will also have opportunities to develop their coaching skills by supporting younger players and contributing to cricket activities within the school community. The Specialist Cricket Program aims to inspire a lifelong enjoyment of cricket while helping students build confidence, challenge themselves, develop meaningful connections with others, and proudly represent Avenues College both on and off the field.

Content:
Practical
The program focuses on batting, bowling and fielding, while also developing fitness, confidence and game awareness through challenging activities.
Theory
Alongside the Australian Curriculum: Health and Physical Education, students will engage in cricket-specific learning including:

- Cricket knowledge, history & rules
- Diet & Nutrition
- Cricket & Technology
- Character strengths & leadership
- Coaching

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

Additional information: Nil

Special Interest Programs

SAASTA - Stage 1

Length: Full Year (2 semesters)

Assumed Knowledge: Nil. However, students must be Aboriginal or Torres Strait Islander. Students' enrolment is subject to interview process.

Avenues College Pathway: Stage 1 Integrated Learning and Aboriginal Studies, & Stage 2 Integrated Learning or Health and Wellbeing (SAASTA)

Subject description:
1 semester stage 1 Integrated learning
1 semester stage 1 Aboriginal studies

Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples, also reflect and analyse the historical and contemporary experiences that are of significance to Aboriginal peoples and communities.

Content:
Goal Setting, Time Management, Sporting Skill Development, Teamwork, Coaching and 0fficiating, Problem Solving, Communication, Leadership, Event Management, Self and Peer Assessment, Video Analysis, Promotions, and Logistics.

Assessment:
SACE

- Report/PowerPoint
- Visual representation
- Text analysis
- Visual display

Additional information: Nil

Special Interest Programs

SAASTA - Stage 2

Length: Full Year (2 semesters)

Assumed Knowledge: Stage OneSAASTA with C Grade or higher. Students must be Aboriginal or Torres Strait Islander. Students' enrolment is subject to interview process.

Avenues College Pathway: Stage 1 Integrated Learning and Aboriginal Studies, & Stage 2 Integrated Learning or Health and Wellbeing (SAASTA)

Subject description:
Integrated Learning (SAASTA) is a 20-credit course at Stage 2.

Students undertake a key role as leaders for their Academy's Power Cup team. They plan and assist with coaching/training and mentoring younger students as they prepare for the Aboriginal Power Cup; students also reflect on their leadership.

Content:
Goal Setting, Time Management, Sporting Skill Development, Teamwork, Coaching and 0fficiating, Problem Solving, Communication, Leadership, Event Management, Self and Peer Assessment, Video Analysis, Promotions, and Logistics.

Assessment:
SACE
School assessment (70%)
- Practical inquiries
- Connections

External assessment (30%)
- Personal endeavour

Additional information:
Student can only enrol in a maximum of 1 Stage 2: Integrated Learning subject
ATAR pathway students: ATAR – SATAC

Special Interest Programs

TJINDU FOUNDATION

The Tjindu Foundation is a South Australian Aboriginal led organisation that empowers Aboriginal and Torres Strait Islander young people through sport, education, leadership and cultural connection. Through a range of programs, students develop confidence, resilience and life skills while strengthening their identity, cultural knowledge and connection to community.

Students who participate in Tjindu programs have access to leadership development, mentoring, sporting pathways, cultural experiences and career opportunities. The Foundation works closely with schools, families and communities to support young people to achieve success at school and beyond.

Participation in Tjindu Foundation programs may contribute towards the South Australian Certificate of Education (SACE) through recognised Community Learning pathways. Students develop valuable skills in leadership, teamwork, communication, cultural understanding, goal setting and community engagement while participating in authentic learning experiences outside the classroom. They work alongside school staff and Tjindu Foundation mentors to gather evidence of their learning and reflect on the knowledge, skills and capabilities they have developed.

Students who successfully complete the required components of the program may be eligible to achieve 20 Stage 2 Society and Culture credits and 20 Stage 1 Community Learning (Participation) credits towards their SACE.

Participation in Tjindu Foundation programs is by application or selection and may include local, state and national opportunities throughout the year.

Enrichment Opportunities

Workplace Practices - 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

Enrichment Opportunities

Legal Studies - Stage 1

Length: Semester

Assumed Knowledge: B grade or higher in both year 9 English and Year 9 History

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, though 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.

SACE website link: Legal Studies - Year 10

Curriculum Map Year 7 to 12

LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
MATHEMATICS	• Mathematics	• Mathematics	• Mathematics	• Mathematics • STEM for Maths and Engineering Pathways	• Essential Mathematics • General Mathematics • Mathematics • Specialist Mathematics	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics
ENGLISH	• English	• English	• English	• English	• Essential English • English	• Essential English • English
HASS	• Geography • History • Civics	• Geography • History • Civics	• Geography • History • Business & Civics	• History • Business & Economics	• Legal Studies	
SCIENCE	• Science	• Science	• Science	• Science • Science Extension	• Biology • Chemistry • Nutrition • Physics • Psychology	• Biology • Chemistry • Physics • Psychology • Scientific Studies
ARTS	• Music • Media Arts • Visual Arts • Drama	• Music • Media Arts • Visual Arts • Drama	• Music • Media Arts – Film, Photography & Digital Design • Visual Arts • Fashion Design	• Music • Media Arts – Film, Photography & Digital Design • Visual Arts	• Music Experience • Creative Arts • Visual Arts	• Music Performance – Ensemble • Music Performance - Solo • Creative Arts • Visual Arts
TECHNOLOGIES	• Design & Technology • Food Technology • Textiles Technology	• Design & Technology • Food Technology • Textiles Technology	• Design & Technology • Digital Technology • Food Technology	• CAD Design • Digital Photography • Digital Technology • Materials Technology (Metal/Wood) • Food 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	• Aboriginal Studies and Languages	• Aboriginal Studies and Languages	• Aboriginal Studies and Languages			
HEALTH AND PHYSICAL EDUCATION	• Health & Physical Education	• Health & Physical Education	• Health & F (one seme only)	• Health & Physical Education • Child Studies • Physical Education Extension • Sports Studies	• Health & Physical Education • Child Studies • Health and Wellbeing • Sports Studies	• Physical Education • Child Studies • Health and Wellbeing • Sports Studies
CROSS DISCIPLINARY			• STEM	• Peer Support (SACE Stage 1) • EIF, Exploring Identities and Futures	• 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	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum
SPECIAL INTEREST PROGRAMS	• Specialised Cricket Program	• Specialised Cricket Program	• Specialised Cricket Program	• SAASTA (Stage One) • Tjindu	• SAASTA (Stage Two) • Tjindu	• SAASTA (Stage Two) • Tjindu
ENRICHMENT OPPORTUNITIES				• Workplace Practices (Stage 1) • Legal Studies (Stage 1)		

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 & Civics
SCIENCE	• Science	• Science	• Science
ARTS	• Music • Media Arts • Visual Arts • Drama	• Music • Media Arts • Visual Arts • Drama	• Music • Media Arts – Film, Photography & Digital Design • Visual Arts • Fashion Design
TECHNOLOGIES	• Design & Technology • Food Technology • Textiles Technology	• Design & Technology • Food Technology • Textiles Technology	• Design & Technology • Digital Technology • Food Technology
LANGUAGES	• Aboriginal Studies and Languages	• Aboriginal Studies and Languages	• Aboriginal Studies and Languages
HEALTH AND PHYSICAL EDUCATION	• Health & Physical Education	• Health & Physical Education	• Health & F (one seme only)
CROSS DISCIPLINARY			• STEM
MANDATED	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum	Keeping Safe; Child Protection Curriculum
SPECIAL INTEREST PROGRAMS	• Specialised Cricket Program	• Specialised Cricket Program	• Specialised Cricket Program
ENRICHMENT OPPORTUNITIES			

(Ctrl)

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 South 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 South Australian Curriculum Learning Standards.
Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Mathematical Learning Standards for Year 9 in the domains of Engaging and Influencing, Noticing and Questioning, Exploring Scientifically, Reasoning and Evidence, and Communicating and Purpose.

Additional information:
Australian Curriculum website links: Mathematics - Year 9

English

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

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 & Civics

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
· Create and maintain competetive advantage
Role of financial sector

Assessment:
Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.
Practical Based Inquiry
- Research/Investigations
- Reports
- Exams

Additional information:
Australian Curriculum website links: Business & Economics - Year 9

Science

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 South 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 South Australian Curriculum Learning Standards.
Students will be engaged in a range of assessment tasks designed to demonstrate their achievement against the Science Learning Standards for Year 9 in the domains of Engaging and Influencing, Noticing and Questioning, Exploring Scientifically, Reasoning and Evidence, and Communicating and Purpose.

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 and compositional devices. 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. Students are encouraged to complete a full year, if further study in senior school is planned.

Content:
Perform as an ensemble member, with opportunities to perform as a soloist
Composition
Perform in a class band and participate in school concerts, college assemblies and end of year Music Showcase
Use digital audio workstation to create their own compositions
Music Theory, Musical Literacy Tasks
Develop instrument specific techniques alongside practice techniques

Assessment:
Students will be assessed using the Australian Curriculum 9.0 Achievement Standards.
Practical (50%)
Theory and Literacy Tasks (50%)

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 or during lunch times in the music room are essential). Availability of instrument choice is limited.

Australian Curriculum website links: Music - Year 9

Arts - Media Arts: Filmmaking, Design and Photography

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.

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

Arts - Fashion Design

Length: Semester or Year

Assumed Knowledge: Nil

Avenues College Pathway: Leads to Year 10 Fashion Design

Subject description:
Year 9 Fashion Design is a creative Art and Design course that introduces students to the exciting world of fashion, styling and wearable art. Students explore how designers use colour, texture, shape, pattern, silhouette and visual storytelling to communicate ideas through fashion.

This course is not limited to sewing or garment construction; students may experiment with fashion illustration, textile-inspired printmaking, millinery, jewelry, shoe art, accessories, mood boards, branding and sustainable design.

Students will develop creative thinking and practical design skills through drawing, collage, construction, surface design and presentation tasks. They will investigate fashion as a form of identity, culture, innovation and self-expression, while producing a folio of experimental and resolved design work.

This course is suitable for students interested in art, design, fashion, styling, illustration, accessories, costume, branding or creative industries.

Content:
Fashion Illustration, Introduction to Millinery, Shoe Design, Jewellery & Accessories Design, Printmaking & Fabric Design, Upcycling Fast Fashion, Fashion photography and styling, Trend forecasting, Beginner business skills (Branding, packaging and selling your product).

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: Visual Arts - Year 9

Technologies - Design & Technology

Length: Semester

Assumed Knowledge: Nil

Avenues College Pathway: Leads to Year 10 Materials Technology A and B with a metalwork and woodwork focus

Subject description:
Through Design and TeThrough Design and Technology, students will participate in a range of activities that utilise different machinery, tools 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 – Multi-Part Construction, CO2 Dragsters.
- Metal Technology – Braze Welding, Cold Forming, Structural and Sculptural Design.
- CAD – Laser Cutting and Engraving.

Assessment:
Practical Construction Tasks (60%)
Design Cycle Project Folios (40%)

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 and Year 10 STEM for Maths and Engineering

Subject description:
The unit opens with a short individual research task on VEX IQ and robotics, then students design, build, program and compete with VEX IQ robots across three connected components: creating a robot game, working through a series of coding challenges, and competing in a robot battle. The semester finishes with an individual research and presentation task on a social or ethical technology issue.

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.
VEX & Robotics Research - Robot build & familiarisation (5%)
Game Creation - Coding basics and sensors (20%)
Coding Challenge (20%)
Robot Battle (25%),
Presentation (30%)

Additional information:
Leads to the various choices within Technologies at Year 10.
Australian Curriculum website links: Digital Technology - Year 9

Technologies - Food Technology

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

Aboriginal Studies and Languages

Length: Semester

Assumed Knowledge: Nil

Avenues College Pathway: SACE Aboriginal Studies

Course Description:
Aboriginal Studies provides students with opportunities to explore the histories, cultures, perspectives and ongoing contributions of Aboriginal and Torres Strait Islander peoples. Through inquiry, discussion and practical learning experiences, students develop a deeper understanding of First Nations cultures, Australia's shared history, and the importance of respect, reconciliation and cultural awareness. The course encourages critical thinking, empathy and an appreciation of the diversity and strength of Aboriginal and Torres Strait Islander communities, while fostering connections to contemporary Australia.

Content:
Throughout the semester, students will explore the rich histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples. Learning will focus on topics such as connection to Country/Place, cultural identity, language, storytelling, significant people and events, and the ongoing contributions of First Nations peoples to Australian society. Students will engage in discussions, inquiry-based learning, research, collaborative activities and practical experiences that promote cultural understanding, respect and critical thinking.

Assessment Components:
Assessment in Aboriginal Studies is designed to provide students with a variety of opportunities to demonstrate their learning. Students will complete research and inquiry tasks, class discussions and reflections, presentations, practical and collaborative activities, and written responses. Assessment focuses on students' understanding of key concepts, ability to communicate their learning, participation in class activities, and application of knowledge to contemporary contexts.

Additional Information:

Health & Physical Education Compulsory

Length: Semester (One)

Assumed Knowledge: Nil

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

Subject description:
Within the compulsory HPE course, students will develop and refine their basic motor skills through a range of practical sports. They will practise drills, enhance teamwork, and apply tactical strategies in game situations. The health component encourages the promotion of individual's awareness of healthy lifestyle choices through the completion of an anatomy, weights and fitness unit.

Content:
Fitness
Sport skills
Leadership and initiative activities
Game skills - tactics
Anatomy and Weight training

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

Additional information:

Australian Curriculum website links: Health and Physical Education - Year 9

Health & Physical Education Elective

Length: Semester (Two)

Assumed Knowledge: Nil

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

Subject description:
Within the elective HPE course, students will be able to further advance their sporting skills and tactical understanding across a variety of practical activities. They will practise drills, enhance teamwork, and apply tactical strategies in game situations. This course includes an introductory outdoor education unit, focusing on recreational activities in natural and outdoor settings. Students will participate in activities designed to promote inclusion and sustainable engagement with the outdoors.

Content:
Fitness
Sport skills
Leadership and initiative activities
Outdoor Education

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

Additional information:

Australian Curriculum website links: Health and Physical Education - Year 9

CROSS DISCIPLINARY
Year 9 STEM

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

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 any South Australian school, 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.

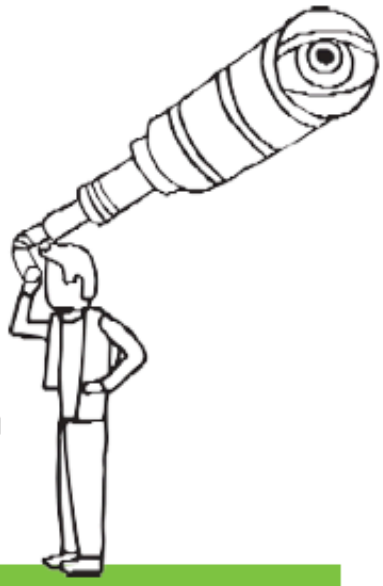
A team of staff at Avenues College will guide students and families through the pathway planning processes, including subject selection and post-school planning, to ensure the optimum range of opportunities remains open for our students.

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.

Government of South Australia

South Australian Certificate of Education

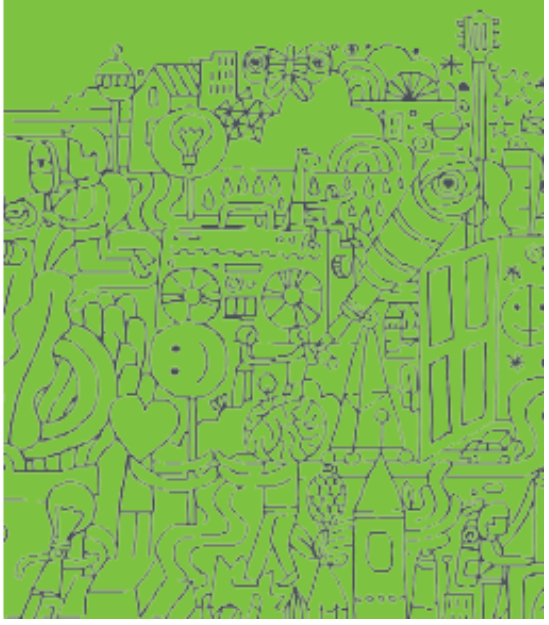
You will develop 7 capabilities that equip you to live and work successfully in the 21st century.

- 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.



Year 10 – 12 Curriculum Map

LEARNING AREA	YEAR 10	YEAR 11	YEAR 12
MATHEMATICS	• Mathematics • STEM for Maths 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	
SCIENCE	• Science • Science Extension	• Biology • Chemistry • Nutrition • Physics • Psychology	• Biology • Chemistry • Physics • Psychology • Scientific Studies
ARTS	• Music • Media Arts – Film, Photography & Digital Design • 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	• 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	• Health & Physical Education • Child Studies • Health and Wellbeing • Sports Studies	• Physical Education • Child Studies • Health and Wellbeing • Sports Studies
CROSS DISCIPLINARY	• Peer Support (SACE Stage 1) • EIF, Exploring Identities and Futures	• 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
SPECIAL INTEREST PROGRAMS	• SAASTA (Stage One) • Tjindu	• SAASTA (Stage Two) • Tjindu	• SAASTA (Stage Two) • Tjindu
ENRICHMENT OPPORTUNITIES	• Workplace Practices (Stage 1) • Legal Studies (Stage 1)		

STAGE 2 SUBJECT GUIDELINES - For successful SACE completion

It is important that students refer to these guidelines to ensure that they will be able to select a particular subject at Year 12. Those students who do not meet these essential requirements may not be able to select that subject at Stage 2.
All Year 11 students will select a Year 12 course of 4 subjects to complete their SACE in 2027. Any student who subsequent to Course Confirmation does not achieve a C grade or better in the Compulsory Subjects, that is EIF, English, Maths, and AIF, will be unable to begin a full Stage 2 course until these compulsory subjects are complete.

MATHEMATICS	
Essential Mathematics	Successful completion of 20 credits of Stage 1 General Mathematics with a C grade or better
General Mathematics	Successful completion of 20 credits of Stage 1 General course with a B grade or better is essential
Mathematical Methods	A or high B grade for Mathematical Studies A, B and C at Stage 1
Specialist Mathematics	A or high B grade for Mathematical Studies A, B and C at Stage 1
ENGLISH	
English	C grade or better at Stage 1 English
Essential English	C grade or better at Stage 1 English
HaSS	
Legal Studies	
Modern History	
SCIENCES	
Biology	C grade or better in at least one Stage 1 Science subject
Chemistry	B grade or better in a full year of Stage 1 Chemistry
Physics	A strong pass – B grade or better in a full year of Stage 1 Physics
Psychology	C grade or better in at least on Stage 1 Science subject, preferably a full year of Psychology at Stage 1
Scientific Studies	C grade or better in Stage 1 Biology or C grade or better at Year 10 Science
The ARTS	
Visual Arts	C grade or better at Stage 1 Art or Design
Creative Arts	C grade or better at Stage 1 Art or Design
Music Performance – Ensemble and Solo	C grade or better at Stage 1 Music
TECHNOLOGIES	
Computer Aided Design (CAD)	Successful completion of Stage 1 Digital Technology and/or CAD
Digital Technology	Successful completion of Stage 1 Digital Technology and/or CAD
Metalwork	Successful completion of Stage 1 Metalwork And/or Woodwork
Woodwork	Successful completion of Stage 1 Metalwork And/or Woodwork
HEALTH AND PHYSICAL EDUCATION	
Child Studies	Successful completion of Stage 1 Child Studies
Food and Hospitality	C grade or better in any Food subject at Stage 1.
Health and Wellbeing	Sound literacy skills, the ability to be able to work collaboratively with other students and be able to interact with the wider community are essential skills
Physical Education	C grade or better at Stage 1 Physical Education or a background in science related subjects would be an advantage.
Sport Studies	Students should have a keen interest in sport and physical activities.
CROSS-DISCIPLINARY	
Business Innovation	C grade or better at Stage 1 English. Sound research and analytical skills are required.
Information Processing and Publishing	Satisfactory completion of Stage 1 Information Processing would be desirable
Workplace Practices	No prerequisites, but it would be an advantage for students to have either a Part time job, completing a VET course or a School Based Apprenticeship

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 South 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 Learning Standards for Year 10 in the domains of Problem Solving, Developing Understanding, Fluency and Flexibility, and 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 decisions
- Contribution to human and financial wellbeing
- Management of the economy to improve economic growth
- Changing economic conditions

Assessment Components:
· Practical-Based Inquiry
· Research/Investigations
· Reports
· Business Plans

Additional Information:

Australian Curriculum website link: Business and Economics - 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 South 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 Learning Standards for Year 10 in the domains of Engaging and Influencing, Noticing and Questioning, Exploring Scientifically, Reasoning and Evidence, and Communicating and Purpose.

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 Learning Standards for Year 10 in the domains of Engaging and Influencing, Noticing and Questioning, Exploring Scientifically, Reasoning and Evidence, and Communicating and Purpose.

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

Music

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 and compositional devices. 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. Students are encouraged to complete a full year, if further study in senior school is planned. Students reflect and refine practice techniques, build skills for student led rehearsals and build vocubulary

Content:
Perform as a soloist & ensemble member, develop and apply skills in sound recording, perform in a class band and participate in school concerts, college assemblies and end of year Music Showcase, Music Theory, Musical Literacy Tasks, Song Writing and terminology to analyse and describe music and practice. Build skills for autonomous rehearsal and practice, promoting student led bands and ensembles.

Assessment Components:
Practical (50%)
Theory and Homework Tasks (50%)

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 or during lunch times in the music room are essential). Availability of instrument choice is limited.

Australian Curriculum website link: Music - Year 10

Media Arts - Film, Photography & Digital Design

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

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

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

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 A

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 hand tools, power tools and fixed machinery students can build functional objects and refine them to a quality finish. Students learn the foundations of structural material joining in both Woodwork and Metalwork contexts and create products that satisfy real world needs and constraints. The course is packed with learning manufacturing processes including Radial Arm Saw, Compound Mitre Saw, Dowel and Biscuit Joinery, Palm Router, MIG Welding, Cold Cut and Band Saws, Spray Painting and CNC Plasma Cutting.

Assessment Components:
Practical Construction Tasks (60%)
Design Cycle Project Folios (40%)

Additional Information:

Australian Curriculum website link: Design & Technology - Year 10

Technologies - Food Technology

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 and cultural foods, 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.

Content:
Fitness
Sport skills
Recreation activities
Outdoor Education theory unit

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

Additional Information:

Australian Curriculum website link: Health and Physical Education - Year 10

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

Physical Education Extension

Length: Semester

Assumed Knowledge: B grade or better in Year 9 HPE

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

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 Health & 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 one 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, and 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

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:
Students must achieve a C grade or better for successful SACE completion

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

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

Legal Studies

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, though 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.

SACE link: Legal Studies - Year 11

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

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

Nutrition

Length: Semester or Year

Assumed Knowledge: C grade or better in Year 10 Science.

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

Course Description:
Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Content:
Principles of nutrition, physiology, and health
Health promotion and emerging trends
Sustainable food systems

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

Additional Information:

SACE Subject Outline: Stage One Nutrition

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

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

Music Experience

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.

Students must rehearse and perform in an ensemble and solo context, with voice or an instrument.

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

Visual 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 use computational thinking to identify and solve problems that interest you, then design, build, and evaluate your own digital solutions. You will study a social or ethical issue in technology, build a 2D game in the Godot engine, learn how common web vulnerabilities work and how to defend against them, and work with a partner to analyse a real data set. The semester begins with a short foundations block so that everyone, including students new to the class, starts from a shared base.

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 Solutions - Wood

Length: Semester or Year

Assumed Knowledge: Successful completion of Year 10 Technology course.

Avenues College Pathway: Leads to Stage 2 Materials Technology

Course Description:
Students will demonstrate learning of 2 design and construction skills, including Computer Aided Design and undertake an individual design and construction furniture project.

Content:
Developing skills in using hand tools, power tools and fixed machinery students can build functional objects and refine them to a quality finish. Students learn the foundations of structural material joining with a focus on manufactured timber products such as MDF and Veneered Particle Board typical of cabinetry and flat pack furniture. Students have access to the extensive workshop tooling and machinery available for timber furniture production under supervision of their teacher.

Assessment Components:
AT1 – Specialised Skill Tasks (40%)
AT2 – Design Process and Solution (60%)

Additional Information: A fee may apply depending on student project selection.

SACE Subject Outline: Stage One Design, Technology & Engineering

Materials Solutions - Metal

Length: Semester or Year

Assumed Knowledge: Successful completion of Year 10 Technology course.

Avenues College Pathway: Leads to Stage 2 Materials Technology

Course Description:
Students will demonstrate learning of 2 design and fabrication skills, including Computer Aided Design and undertake an individual design and construction project.

Content:
Developing skills in using hand tools, power tools, welding equipment and fixed machinery students can build functional objects and refine them to a quality finish. Students learn the industry relevant skills in material joining with a focus on heavy fabrication of mild steel. Students have access to the extensive metal workshop tooling and machinery available for steel fabrication under supervision of their teacher.

Assessment Components:
AT1 – Specialised Skill Tasks (40%)
AT2 – Design Process and Solution (60%)

Additional Information:
A fee may apply depending on student project selection.

SACE Subject Outline: Stage One Design, Technology & Engineering

Food Technology

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, suitable for a range of dietary foods,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

Health & Physical Education

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, and Gaelic Football.

Assessment Components:
Students provide evidence of their learning through two assessment tasks:
Performance Improvement (50%) and Physical Activity Investigation (50%)

Additional Information:

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) and Online Learning Course.

Assessment Components:
Students provide evidence of their learning through three assessments. Each assessment type has a weighting of at least 20%.
Practical Action (1 x Individual Assignment & 1 x Collaborative Assignment)
Issue Inquiry (1 x Assignment)

Additional Information:

SACE Subject Outline: Stage One Health and Wellbeing

Sports Studies

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 0fficiating, Problem Solving, Communication, Leadership, Event Management, Self and Peer Assessment, Video Analysis, Promotions, and Logistics.

Assessment Components:
Students provide evidence of their learning through various school assessments:
Assessment Type 1: Practical Inquiry (40%), Assessment Type 2: Connections (30%), Assessment Type 3: Personal Endeavour (30%).

Additional Information: This subject is available for the full year.

SACE Subject Outline: Stage One Health & Physical Education

Business Innovation

Length: Semester

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: 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 Specialist Mathematics

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 Specialist Mathematics

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

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

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

Assessment Components:
Skills and Applications Tasks (50%)
Mathematical Investigation (20%)
External Examination (30%)

Additional Information:
This is an ATAR subject.
Course must be taken together with Stage 2 Mathematical Methods.
PLEASE NOTE : Subject to student numbers, this course may need to undertaken offsite (e.g. Marden Senior College).

SACE Subject Outline: Stage Two Specialist Mathematics

Essential English

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**

Biology

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

Scientific Studies

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: Full year, must be studied concurrently with Music Performance - Solo

Assumed Knowledge: C grade or better in Stage 1 Music Experience

Avenues College Pathway: Recommended for students interested in pursuing music or 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.
Music Performance Solo and Music Performance Ensemble must be studied concurrently to earn full 20 SACE credits.

SACE Subject Outline: Stage Two Music Performance - Ensemble

Music Performance - Solo

Length: Full year, must be studied concurrently with Music Performance - Ensemble

Assumed Knowledge: C grade or better in Stage 1 Music Experience

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

Course Description:
This subject extends student musicianship and technical proficiency on either a chosen instrument or voice. Students develop skills in solo performance, engaging an audience, and preparing and presenting a repertoire. Students analyse and reflect on their chosen repertoire using their music literacy skills in the discussion and evaluation components.

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.
Music Performance Solo and Music Performance Ensemble must be studied concurrently to earn full 20 SACE 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

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 have access to the full range of equipment in the metal workshop to investigate, analyse, design, plan and produce a metal product of their choice. Throughout the course students will also research and report on material properties, issues surrounding metalwork technologies, demonstrate specific skills in metal fabrication and machining and complete Computer Aided Drawings.

Content:
Metal material properties study
Metalwork industrial issues report
Welding and Lathe techniques
Computer Aided Drawing and Design
Product design and development folio
Construction of metal product, record of process, and evaluation.

Assessment Components:
AT1 – Specialised Skill Tasks (20%)
AT2 – Design Process and Solution (50%)
AT3 – Resource Study (30%)

Additional Information:
This is an ATAR subject. A fee may apply depending on student project selection.

SACE Subject Outline: Stage Two Design Technology & Engineering

Design & Technology - Woodwork

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 have access to the full range of equipment in the wood workshop to investigate, analyse, design, plan and produce a timber furniture product of their choice. Throughout the course students will also research and report on material properties, issues surrounding woodwork technologies, demonstrate specific skills in timber joinery and complete Computer Aided Drawings.

Content:
Timber material properties study
Woodwork industrial issues report
Timber joinery techniques
Computer Aided Drawing and Design
Furniture design and development folio
Construction of furniture piece, record of process, and evaluation.

Assessment Components:
AT1 – Specialised Skill Tasks (20%)
AT2 – Design Process and Solution (50%)
AT3 – 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

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, and 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
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

SACE Subject Outline: Stage Two Child Studies

Health & Wellbeing

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.

SACE Subject Outline: Health and Wellbeing

Sports Studies

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 0fficiating, 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.

SACE Subject Outline: SACE Physical Education

Business Innovation

Length: Year

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

Information Processing and Publishing

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, usin imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking , and decision-making skills. Students develop creative products for publication and critically evaluate the development process. They gain an understanding of the potential of the Adobe Design suite in creating documents for publication. Students are well equipped with software and hardware knowledge and skills, which are applied to design documents.

Content:
ICT issues analysis
Production and documentation

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

Additional Information: This is an ATAR subject. .

SACE Subject Outline: Stage Two Information Processing & Publishing

Workplace Practices

Length: Semester

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

KEY LEADERS

AT TIME OF 2027 SUBJECT SELECTION

LEARNING AREA LEADERS

MATHS/SCIENCE/STEM - Francesca Chilcott

ENGLISH/HASS/LANGUAGES - Magdalena Moise

THE ARTS/MUSIC - Brooke Garrett

HPE -Christie Duffy

CROSS DISCIPLINARY - Tracy Glazier

SACE/VET LEADER
CAREERS AND PATHWAYS LEADER

Edie Ibbetson

STUDENT WELLBEING LEADER - SECONDARY YEARS

Kayla Miller

HEAD OF SECONDARY YEARS

Russell McLean

DEPUTY PRINCIPAL

Tash Taylor

PRINCIPAL

Hamish McDonald

Avenues College

Government of South Australia
Department for Education