



Brighton
Secondary
School

2027

Curriculum Guide

Year 10



Year 10 Curriculum Pattern

All students in Year 10 study the following compulsory subjects from the Australian Curriculum, which account for 8 out of a total 14 subjects:

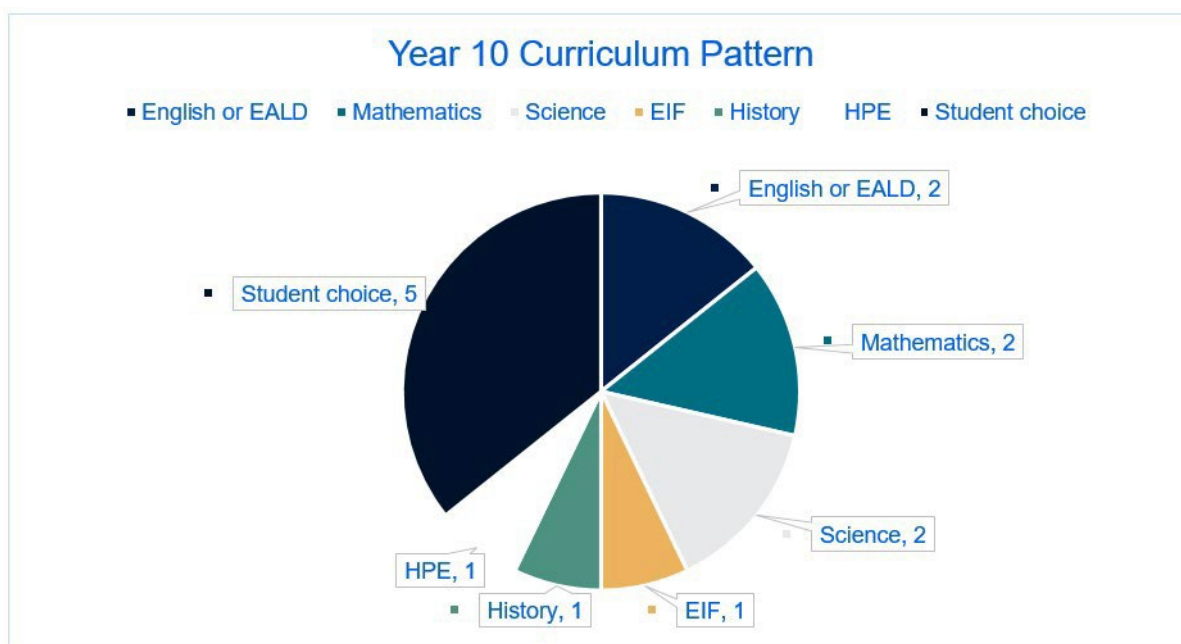
- English or EAL (English as an Additional Language) (full year)
- Mathematics (full year)
- Science (full year)
- History (one semester)
- Health & Physical Education (HPE) (one semester, student choice)

Additionally, students begin their SACE journey by undertaking the first compulsory Stage 1 component:

- Exploring Identities and Futures (EIF) (one semester)

Students select 5 additional subjects from the following Australian Curriculum learning areas:

- Design & Technology
- Health & Physical Education
- Humanities and Social Sciences
- Languages
- Music
- The Arts



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Students in Special Interest Programs have the following additional requirements, which alter their choice subject allocation:

Program	Requirement	Remaining choice subjects
Special Interest Music	4 semesters of compulsory Music subjects comprising Core Music, Special Interest Music, and EIF.	2
Special Interest Volleyball	2 semesters of Volleyball, comprising compulsory HPE and one choice subject.	4



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Exploring Identities & Futures (EIF)

How can I explore who I am and who I want to be? How can I work towards my future aspirations?

i **Length:** Semester

SACE Credits: 10

Prerequisites:

None

Contact: Jessica.Norman530@schools.sa.edu.au

Learning Area: Identities and Futures

Recommended Background:

None

Student Experience

Exploring Identities and Futures is your first SACE subject in the Senior School.

You will be given the time, space, and opportunity to start thinking about who you are (your identity) and who you might want to be in the future. By engaging in a range of learning activities and assessments, you will explore and plan how you can make your future aspirations happen.

As a learner in EIF, you will have more agency (say) over what you learn, how you learn, and how you will share your learning experiences.

Assessment

You will demonstrate your learning and achievement through the following assessments throughout the semester:

Assessment Type 1: Exploring Me and Who I want to be:

Summative Task 1: Exploring Me (25%)

- Showcasing and communicating your current identity (who you are) and future possibilities (who you want to be) in a way that suits you

Summative Task 2: Exploring Who I want to be (25%)

Exploring a career / industry or a future aspiration aligned with who you may want to be in the future

Assessment Type 2: Showcasing my Capabilities

Summative Task 3: Taking action (50%)

- Undertake an activity of your choice. The activity is aligned to one of three streams: skill development, future career, future goal/aspirations

Additional Information:

Students must achieve a C grade or higher to successfully complete the course and achieve their SACE. EIF is a required (compulsory) subject in Year 10 at Brighton Secondary School.

Leads to:

- Stage 2 Activating Identities & Futures (AIF)



Peer Leadership

How can I positively impact younger students and demonstrate leadership in the school community?

i Length: Semester

SACE Credits: 10

Prerequisites:

Successful application (36 students)

Contact: Laura.degaris772@schools.sa.edu.au

Recommended Background:

None

Learning Area: Identities and Futures, Student Leadership

Student Experience

Peer Leaders are aligned to a Year 7 Home Group, to collaboratively provide support and mentorship. Peer Leaders regularly attend Home Group, to develop connections and lead their collaboratively planned activities to ensure Year 7's have a positive transition to Brighton Secondary School.

As a Peer Leader, you will engage in learning activities and assessments about who you are (your identity) and who you might want to be in the future, whilst developing leadership skills. EIF runs for one semester; however, Peer Leaders commit to supporting a Year 7 Home Group across the full school year.

- Attending and actively supporting Year 7 Transition/Orientation Days, Year 7 excursions, Challenge Cup, negotiated Year 7 activities, weekly Home Group sessions
- Collaborating with peers, Home Group teachers, and Year 7s
- Planning and facilitating experiences to build connection and engagement (eg. House Challenges, fundraisers, lunchtime events)

The process to become a Peer Leader is by application and training workshops. Peer Leaders are selected based on a written application, staff supporting statement, workshop participation, and general engagement towards the school culture and values.

Assessment

You will demonstrate your learning and achievement through the following assessments throughout the semester:

Assessment Type 1: Exploring Me and Who I want to be:

Summative Task 1: Exploring Me (25%)

- Showcasing and communicating your current identity (who you are) and future possibilities (who you want to be) in a way that suits you

Summative Task 2: Exploring Who I want to be (25%)

- Exploring a career / industry or a future aspiration aligned with who you may want to be in the future

Assessment Type 2: Showcasing my Capabilities

Summative Task 3: Taking action (50%)

- Undertaking an activity of your choice. The activity is aligned to one of three streams: skill development, future career, future goal/aspirations



Architecture

Students learn how to use architectural design software to design and visualise a range of Architectural solutions.

Length: Semester

SACE Credits: Not applicable

Prerequisites:
None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:
None

Learning Area: Design Technologies

Student Experience

In this subject, you'll learn to use architectural CAD software to design buildings with sustainability in mind. You'll explore real-world building practices, create your own models, and bring your designs to life through floorplans, animations, and virtual reality.

Assessment

- **Assessment Task 1:** Skills Task 1 Pool Villa -30%
Students create a range of designs for a small pool villa and produce an Architectural Design portfolio of the design development and production process
- **Assessment Task 2:** Passive Design Investigation -10%
Research a range of passive design solutions to reduce energy use within buildings
- **Assessment Task 3:** Major Architectural Project- 50%
Students produce an Architectural Design portfolio featuring inspiration and design development, floor plans and renders of concepts and the final design solution.
- **Assessment Task 4:** Skills Task 2- Custom architectural elements 10%
Design custom furniture or components for your final design solution

Leads to:

- Stage 1 Architecture
- Stage 1 Digital Product Design



Café Culture

Learn what it takes to be a Barista. Prepare and serve Espresso-based coffees, create your own Café Concept, plan and experience a High Tea.



Length: Semester

Prerequisites:

None

Recommended Background:

Year 9 Food for Life

SACE Credits: 10 (Stage 1 Integrated Learning)

Contact: Narelle.Brennan461@schools.sa.edu.au

Learning Area: Design Technologies

Student Experience

In Café Culture, you'll gain practical experience in food hygiene and become an expert at preparing and serving espresso coffee.

You'll get hands-on training with an industrial espresso machine, learning to make a variety of black and milk coffees, set up an efficient coffee workstation, and deliver excellent service.

Beyond coffee, you'll have the exciting opportunity to develop your own unique café concept and collaborate with your peers to plan, prepare, and cater a High Tea event. Plus, we'll go on an inspiring High Tea excursion to expand your knowledge and understanding of this delightful tradition.

Assessment - assessed against Stage 1 Integrated Learning

- Assessment Type 1: Practical Exploration (Coffee practical and theoretical assessment) - 40%
- Assessment Type 2: Connections Task (High Tea event) - 30%
- Assessment Type 3: Personal Venture (Café Concept) - 30%

Leads to:

- Stage 1 Food and Hospitality
- Stage 1 Food for Living



Digital Product Design

Design, model and create innovative products using industry-standard CAD software and advanced digital manufacturing technologies.



Length: Semester

SACE Credits: Not applicable

Prerequisites:
None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:
Year 9 Digital Product Design

Learning Area: Design Technologies

Student Experience

In this course, you'll use Autodesk Fusion CAD software to develop your design and engineering skills through a range of practical projects and design challenges. Working from design briefs, you'll research user needs, generate ideas, create digital models and develop solutions to real-world problems.

You'll bring your designs to life using technologies such as 3D printing, laser cutting, vinyl cutting and CNC manufacturing while building skills in product design, visual communication and digital fabrication.

Assessment

- **Assessment Type 1:** Skills Task 1- Formative
Students develop skills using Autodesk Fusion360
- **Assessment Type 2:** Major Project 1- 60%
Students design a Lighting Project and produce a portfolio of evidence.
- **Assessment Type 3:** Major Project 2- 30%
Students design a multi-function tool and produce a portfolio.
- **Assessment Type 1: Skills Task 2 10%**
Students develop skills using Adobe Illustrator to create a graphic for a T-Shirt.

Leads to:

- Stage 1 Digital Product Design
- Stage 1 Architecture



Race Technologies

Explore the technology behind modern motorsport through hands-on projects involving design, manufacturing, electronics and race engineering.

i **Length:** Semester

SACE Credits: Not applicable

Prerequisites: None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:
Year 9 Race Technologies

Learning Area: Design Technologies

Student Experience

Design and build your own racing simulator steering wheel while developing skills in CAD, 3D printing, laser cutting and digital manufacturing. Learn basic electronics and soldering techniques as you assemble and test your design.

Develop Arduino programming skills through projects that use inputs, outputs and simple automation systems. Explore automotive and motorsport technologies while analysing race strategy, telemetry and performance data.

Assessment

- **Assessment Type 1: Racing Wheel Portfolio 60%**
Design and build an F1-style racing wheel for a simulator, documenting your design process, problem-solving, testing, and evaluation to demonstrate the success of your final product.
- **Assessment Type 2: Arduino Skills Tasks - Formative**
Students learn how basic Arduino development board circuits work, develop skills in programming the boards, and build a range of virtual projects.
- **Assessment Type 3: Automotive & Motorsport Systems Investigation 20%**
Students explore a range of automotive and Motorsport systems- what they do, how the work, and how they affect the performance or handling of a vehicle through simulation.
- **Assessment Type 4: Team Race Strategy Portfolio 20%**
As a team, students collaborative plan and prepare race strategies for a series of race events, students reflect on the races, their performances and improvements for the future.

Leads to:

- Stage 1 Race Technologies



Fashion Design

Discover how to make your own clothes as you build practical sewing skills and express your creativity through fashion.

i Length: Semester

SACE Credits: Not applicable

Prerequisites:
None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:
Year 9 Sew Make Create

Learning Area: Design Technologies

Student Experience

Fashion Studio is designed to help you develop the essential skills for making your own clothing. You'll learn how to read and follow commercial sewing patterns, skills that open the door to creating just about anything you can imagine.

Along the way, you'll deepen your understanding of textiles and have plenty of opportunities to express your creativity through different projects, while gaining practical skills you'll use long into the future.

As your skills grow throughout the subject, you'll focus on designing, planning, and constructing a personalised skirt or pair of shorts with a zipper.

Assessment

Assessment Type 1: Skills Tasks

- Teacher designed practical projects where you will learn and apply a range of practical skills. Students record their learning in a journal - documenting their results, issues and troubleshooting.
- Empowering skills
- Threads of Sustainability

Assessment Type 2: Major Project

- You'll be assessed through a portfolio that document the design process for your Concept to Creation garment.

Leads to:

- Stage 1 Fashion Design



Material Technologies - Metal

Learn how to design and build a metal project using tools, techniques, and materials that best suit your idea.

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:

None

Learning Area: Design Technologies

Student Experience

In this course, you'll design and make a project mostly out of metal, with plenty of freedom to follow your own ideas. Examples of past student projects include stools, bedside or side tables.

You'll learn to use specialised tools and equipment while building hands-on skills and confidence working with real materials.

Topics you might explore include fabrication techniques, MIG welding, plasma cutting, angle grinding, metal lathing, drilling, design processes, and using Computer-Aided Design (CAD) to support your project.

Assessment

- **Assessment Type 1: Skills Tasks**
Teacher designed practical project where you will learn and apply a range of practical skills.
- **Assessment Type 2: Major Project**
Student guided practical project with an accompanying design folio that documents the thinking behind the project.

Leads to:

- Stage 1 Material Technologies - Metal



Material Technologies - Timber

Design and construct solid timber framed projects using a wide variety of hand and power tools and equipment.

Length: Semester

SACE Credits: Not applicable

Prerequisites:
None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:
Material Technologies subject
7-9

Learning Area: Design Technologies

Student Experience

In this course, you'll learn how to design and build your own timber-based projects using a range of tools and techniques.

You'll be encouraged to personalise your work by planning and creating something that interests you, while developing practical skills along the way.

You'll also learn how to cost materials and create drawings to help guide your build.

You might explore topics like framing construction (tables, ladders, stools), wood turning, using hand and power tools, project planning, design processes, technical drawings and using Computer-Aided Design (CAD) to support your project.

Assessment

- **Assessment Type 1: Skills Tasks**
Teacher designed practical project where you will learn and apply a range of practical skills.
- **Assessment Type 2: Major Project**
Student guided practical project with an accompanying design folio that documents the thinking behind the project.

Leads to:

- Stage 1 Material Technologies – Timber
- Stage 1 Material Technologies – Carcass Construction



Photography

Photography is a way to capture our lives. Would you like to improve your snap shots and take your photos to the next level?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: Narelle.Brennan461@schools.sa.edu.au

Learning Area: Design Technologies

Recommended Background:

None

Student Experience

In this subject you will learn the basics of how to use a DSLR and how to compose your photographs. You will get hands on experience with cameras and will learn how to use Photoshop to enhance your photographs.

A highlight of the course is the excursions to Glenelg, during lesson time, where you'll have the chance to apply your skills in a real-world setting and capture images that are displayed as posters to the school community.

This course closely links to Stage 1 (Year 11) and Stage 2 (Year 12) Photography courses, and each task is designed to teach you how to think and work like a photographer.

Assessment

Assessment Type 1: Specialised Skills Tasks

- Composition – learn how to compose your photos and capture high technical quality images.
- Product – learn how to style and create capture high technical quality a series of images.

Assessment Type 2: Design Process and Solution

- Working through the Design Process to document stages in investigation, planning, producing, and evaluating a series of images and a printed product, in response to a design brief.

Leads to:

- Stage 1 Photography - Natural Light
- Stage 1 Photography - Artificial Light



Taste the World

Are you excited by foods from different cultures? Taste the World will satisfy your curiosity and introduce you to a world of foods!

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: Narelle.Brennan461@schools.sa.edu.au

Recommended Background:

9 Food for Life

Learning Area: Design Technologies

Student Experience

In Year 10 Taste the World, you will explore a range of cultures and learn how their foods and customs have shaped the diet that Australians enjoy today.

Content covered may include Australian indigenous ingredients, fusion cooking, the impact of different cultures over time and their foods.

You will have the opportunity to practice and improve their research, planning, evaluating and collaborative skills through the investigation, discussion, sampling and creating of a range of cuisines and ingredients.

Assessment

5 assessment tasks, including:

- Group Tasks
- Food Safety
- Investigations
- Practical Skills Assessment

Leads to:

- Stage 1 Food and Hospitality
- Stage 1 Food for Living



English

Embark on a thrilling journey analysing films, reading captivating novels, crafting creative texts, and engaging in entertaining and persuasive communication.

i **Length:** Full Year

SACE Credits: Not applicable

Prerequisites:

None

Contact: Alana.Attwood418@schools.sa.edu.au

Learning Area: English

Recommended Background:

Successful completion of year 9 English.

Student Experience

Dive into a range of captivating texts to discover how language and visual features can convey important and engaging messages.

Students will explore written texts, including novels and poetry, to analyse complex, engaging language-rich texts. In addition, students will analyse how persuasive and media texts use techniques to impact audiences.

From analysis, students will learn how to effectively use language and stylistic features to create their own texts that impact audiences. Students will develop skills in written communication, oracy and presentation.

Assessment

Analytical Writing

- Analyse a range of texts including novels, film, documentaries, poetry, media etc.

Creative Writing

- Create your own original texts including persuasive, narrative, descriptive etc
- Oral and/or Multimodal Presentations
 - Some tasks will be completed as oral or multimodal presentations to demonstrate your spoken communication skills.

Leads to:

- Stage 1 English



Innovation & Entrepreneurship

How can entrepreneurship empower you to make a positive impact on your community?



Length: Semester

SACE Credits: Not Applicable

Prerequisites: None

Contact: Kirsty.Raymond929@schools.sa.edu.au

Recommended Background:
None

Learning Area: HASS

Student Experience

Innovation and Entrepreneurship will involve you developing solutions to issues that are impacting the local community. This subject will challenge you to be more active in your learning as you explore the different stages of the Design Thinking process and learn about contemporary issues.

You will engage with local stakeholders, including members of the Holdfast Council and the public. In doing so, you will develop your communication, critical and creative thinking, and collaboration skills.

Explore contemporary topics from both within Australia and globally. Explore examples of the world of work at different scales (local, national, international) and the impact this has on the way we live now and into our future. This will then lead to an investigation of global approaches to improve the standard of living and how this can influence life in Australia.

Assessment

You will demonstrate your knowledge, understanding, and skills in a range of assessments, including:

- A Design Thinking Folio
- Case Study of the World of Work
- Investigation of a contemporary business issue

Leads to:

- Stage 1 Innovation and Entrepreneurship



Geography

How does geography shape our planet? Embark on an extended Field Trip to Deep Creek Conservation Park, explore how local and international conservation efforts shape our environment.



Length: Semester

SACE Credits: Not applicable

Prerequisites: 9 Geography
(Recommended)

Contact: Kirsty.Raymond929@schools.sa.edu.au

Recommended Background:
None

Learning Area: HASS

Student Experience

The course will showcase Case Studies from Kakadu National Park and from around the world, focusing on the well-being of communities and their relationship with their environments.

You will also delve into Climate Change and how this and human interactions impact our surroundings. From the delicate balance of marine environments to the devastating impact of rubbish and oil spills, you will explore the repercussions of human activities on these fragile ecosystems and explore potential solutions.

You will embark on an extended Field Trip to Deep Creek Conservation Park to develop a deeper understanding of the threats the natural world faces.

Assessment

You will demonstrate your knowledge, understanding, and skills in a range of assessments, including:

- Annotated Lotus Diagram and Mind Map
- Extended Response
- Multimedia Presentation
- Fieldwork Report

Leads to:

- Stage 1 Geography



Modern History – Conflict and Resolution

Uncover World War Two and its impact on Australia. Explore the civil rights struggle of First Nation Australians. How have these shaped our world?



Length: Semester

SACE Credits: Not applicable

Prerequisites: None

Contact: Kirsty.Raymond929@schools.sa.edu.au

Recommended Background:
None

Learning Area: HASS

Student Experience

In Year 10 Modern History – Conflict and Resolution, you will investigate the causes and nature of World War Two and provide your own interpretation and evaluation of significant events related to Australia's involvement in this conflict.

You will then explore how these experiences shaped our modern world through key developments such as the Universal Declaration of Human Rights. You will explore how the civil rights movement evolved within Australia and the ongoing struggles faced by Indigenous Australians.

How will your understanding of modern Australia's formation be challenged?

Assessment

You will demonstrate your knowledge, understanding, and skills in a variety of assessments, including:

- Historical Study
- Source Analysis
- Extended Response
- Multimedia Presentation

Leads to:

- Stage 1 Modern History
- Stage 1 Women's Studies



Child Studies

How can we foster the well-being of both parents and babies, nurturing them through pregnancy and beyond?

Length: Semester

SACE Credits: Not applicable

Prerequisites:
None

Contact: matt.fuss906@schools.sa.edu.au

Recommended Background:
None

Learning Area: HPE

Student Experience

Child Studies introduces you to the journey from conception through to early childhood development. You will examine the process of conception, fetal growth during each trimester of pregnancy, and the influence of technologies such as IVF.

The course also covers the importance of nutrition during pregnancy and helps you understand the physical & emotional needs of both parent and baby during the 4th trimester.

You will also explore the stages of child development from birth to two years, focusing on key milestones in physical, emotional, social, and intellectual growth. Sensory play will be a key learning tool to support this development.

Highlights include a visit from a Hypnobirthing trainer who shares real-life insights into childbirth and parenting; hands-on experience with the Real Care Baby Program, where you care for a virtual infant to understand the demands of newborn care; and a meaningful partnership with Treasure Boxes SA, allowing you to donate handmade care items to support families in need.

Assessment

- Three **Research Folios** - based on class activities and independent research on topics such as conception, pregnancy, and nutrition.
- One **Prenatal Resource** is created to support prenatal care and demonstrate your understanding of key concepts.
- One **Bundles for Birth Project** involves working with a partner to design, produce, and evaluate a newborn care package that includes a handmade textile item.
- One **Parent Expo Presentation** requires you to conduct individual research and contribute to a collaborative group presentation for the student-led Parent Expo.
- One **Quiet Book Project** involves designing, producing, and evaluating a textile-based Quiet Book that supports early sensory development.
- One **Real Care Baby Program** includes participating in the infant simulator experience and completing a reflective evaluation based on your involvement.

Leads to:

- Stage 1 Child Studies, Stage 1 Health and Wellbeing



Girls Mind, Body, and Soul

How can you strengthen your mind, body, and soul through practical strategies that support your overall well-being?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: matt.fuss906@schools.sa.edu.au

Learning Area: HPE

Recommended Background:

None

Student Experience

Girls Mind, Body, and Soul is designed just for Year 10 girls, helping you explore how to care for your mind, body, and soul in meaningful ways.

Throughout the program, you will explore how social media can influence body image and self-esteem. Guided discussions and practical activities are designed to help build resilience, develop a positive mindset, and promote self-acceptance. The program also highlights the importance of nutrition, particularly for females, and demonstrates how starting your day with a balanced breakfast can support energy levels and mood.

In addition, you will gain valuable self-defense skills from a qualified instructor, building confidence, improving fitness, and enhancing personal safety as you work towards your Blue Belt. A personalised fitness program will be created and followed, incorporating both strength and cardio exercises tailored to your individual goals. To support overall wellbeing, guided yoga sessions will focus on movement, breathing, and stretching to benefit both body and mind.

Assessment

- One **Self-Esteem and Body Image Analysis** of the key issues and strategies to promote positive self-image.
- One **Self-Defense Assessment** involves a 10-week self-defense program led by a qualified instructor, culminating in a formal blue belt assessment
- One **Personal Training Program Task** requires you to design and complete a 5-week personal training program based on personal fitness goals
- One **Team Sports and Activities Practical Assessment** focusing on your ability to participate and engage in a variety of sports and activities, and apply, evaluate and refine movement skills and concepts.
- One **Yoga Participation and Engagement Task** assesses your skills, engagement and participation within a 4-week yoga program lead by a qualified instructor
- One **Nutritional Breakfast Presentation** requiring you to research the nutritional needs of adolescent females and design and create a breakfast that meets these needs

Leads to:

- Stage 1 Health and Wellbeing



Health and Wellbeing

As you journey through adolescence, what can you do to maintain or improve your health and wellbeing?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: matt.fuss906@schools.sa.edu.au

Recommended Background:

None

Learning Area: HPE

Student Experience

Health and Wellbeing will explore what it means to live a balanced and healthy life during adolescence. Through self-reflection, you will gain insights into your physical, emotional, and social health, and learn practical strategies to support your wellbeing.

You will practice stress-reduction techniques like Mindfulness, Meditation Apps, Yoga, Controlled Breathing, Digital Detox and Social Media Boundaries to help manage pressure and improve mental clarity. You will also explore the impact of mental illness and how to support yourself and others through challenging times.

Building healthy relationships is a key focus, with activities that help you develop communication, conflict resolution, and respect. By the end of the subject, you'll have the tools to make informed choices, build resilience, and support your own wellbeing in everyday life.

Assessment

- One **Gratitude Letter** to someone who has positively influenced your health and wellbeing.
- One **Personal Wellbeing Journal** involves creating a table of evidence to track your own wellbeing journey, followed by a written reflection that explores your growth and insights.
- One **Mental Health Collaborative Task** requires you to collaborate and present the impact of mental illness on adolescents. You will also complete a written reflection to evaluate your understanding and contribution.
- One **Consent and Communication Task** involves creating relevant health promotion materials for a targeted audience and writing an argumentative essay about navigating consent and respectful relationships.

Leads to:

- Stage 1 Health and Wellbeing, Stage 1 Child Studies



Outdoor Education

How can outdoor experiences help you grow as a leader, strengthen your teamwork skills, and deepen your connection with the natural world?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: matt.fuss906@schools.sa.edu.au

Learning Area: HPE

Recommended background:

A willingness to work in a team and a strong interest in nature and the outdoors.

Student Experience

Outdoor Education will have you step outside the classroom and into nature to build confidence, teamwork, and leadership skills. You will learn how to work with others, solve problems, and respond to challenges in outdoor environments.

Kayaking, canoeing, and sailing help you develop essential risk assessment and first aid skills in dynamic aquatic environments. A climbing adventure will challenge your physical and mental strength, while an orienteering excursion to a national park helps you sharpen your navigation skills.

During a three-day camp in the Riverland, you will sleep in tents, cook meals on Trangias, and reflect on your experiences in nature. You will also explore sustainable environmental practices and Indigenous land management strategies. Throughout the semester, you will document your journey and build a strong foundation for lifelong wellbeing, environmental awareness, and personal growth.

Assessment

- One **Environmental Task** requires you to reflect on your experiences in a natural environment, including an investigation into contrasting environmental perspectives and management strategies.
- One **Group Dynamics Discussion** involves participating in class discussions focused on teamwork, leadership, and collaboration in outdoor settings.
- One **First Aid Presentation** requires you to deliver a practical or digital presentation on a first aid topic, educating your peers about potential hazards in natural environments.
- One **Aquatic Skills Reflection** involves class discussions reflecting on group dynamics and the skills you developed during aquatic activities.
- One **Canoe Camp Presentation** requires you to create a multimodal presentation that highlights key skills and personal growth from your three-day canoe camp.
- One **Orienteering and Environment Reflection** involves creating a multimodal reflection based on your excursion, focusing on orienteering and environmental knowledge.

Leads to:

- Stage 1 Outdoor Education



Physical Education: Exercise Physiology

How do movement concepts and strategies impact athlete performance in various sports contexts?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: matt.fuss906@schools.sa.edu.au

Learning Area: HPE

Recommended Background:

An eagerness to participate in physical activity.

Student Experience

Physical Education: Exercise Physiology explores how human anatomy and physiology relate to your movement and performance. You will analyse tactics, game plans, and formations in a range of sports, learning to adapt strategies to different opponents and situations. The course also focuses on leadership, fair play, and sportsmanship, helping you build confidence and understand ethical conduct in sport.

You will develop your physical skills through targeted training, set personal goals, design training programs, and evaluate your progress. Practical sessions, group discussions, and research tasks will deepen your understanding of movement concepts, strategic thinking, and performance enhancement. This subject provides a strong foundation for both Year 11 Physical Education courses.

Assessment

- One **Enhancing Performance Programs** involves applying knowledge to propose, justify, and evaluate methods for improving sport-related movement.
- One **Strategic Playbook** focuses on investigating, applying, evaluating offensive and defensive strategies, and a game plan for a chosen sport.
- One **Strategy Development and Team Dynamics Task** requires you to practically apply movement concepts and strategies in a sport, while also reflecting on your leadership, fair play, collaboration, and how these impact your contribution to the team.
- One **Game Dynamics and Specialised Movement Task** assesses your ability to apply movement concepts and strategies in a practical setting and evaluate ways to enhance the performance of your peers.

Leads to:

- Stage 1 Physical Education



Recreational and Community Sport

How can participating in recreational and community sports help you improve your fitness, connect with others, and shape a more active lifestyle?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: matt.fuss906@schools.sa.edu.au

Learning Area: HPE

Recommended Background:

None

Student Experience

Recreational and Community Sport explores a variety of non-traditional sports and community-based activities that support your fitness and overall wellbeing. By engaging in local recreational opportunities, you will strengthen connections with your peers and the wider community.

You will design a personal fitness program tailored to your goals, track your progress, and reflect on your development throughout the course. You will also investigate how nutrition influences athletic performance and learn to make informed dietary choices that enhance your physical activity.

Through analysing participation trends and exploring the cultural significance of sport in Australia, you will gain insight into how sport shapes identity, inclusion, and community values. You will apply your learning by designing an open space recreation facility and considering how to make sport more inclusive and accessible for everyone.

Assessment

- Two **School-Based Recreational Sports** assess your ability to apply movement concepts during gameplay, demonstrating skill development, tactical awareness, and understanding of sport-specific strategies.
- Two **Community Sports** evaluate your practical skills while encouraging relationship-building and meaningful connections within the local community.
- One **Recreation Planning Task** requires you to investigate how recreational activities relate to Australian culture and influence local council planning.
- One **Personal Fitness Program** involves designing and implementing a physical activity program over 5–6 sessions, with a focus on improving either strength or cardiovascular endurance.
- One **Sports Nutrition Task** involves conducting a research assignment to explore how nutrition can positively impact sport performance, helping you make informed choices to support your physical activity.

Leads to:

- Stage 1 Sport, Coaching and Recreation (Integrated Learning)



French

Year 10 French is designed for students who have a passion for learning the French language and learning about the French culture.

Length: Full Year

SACE Credits: Not applicable

Prerequisites:

Successful completion of Year 9 French

Contact: tracey.holt418@schools.sa.edu.au

Learning Area: Languages

Recommended Background:

Successful completion of Year 9 French

Student Experience

In Year 10 French, students produce a variety of text types, analyse spoken and written texts and participate in conversations in French to communicate information about a variety of topics.

Students will also explore an aspect of French culture of their choice by researching and presenting about their chosen cultural focus.

Use of the language will focus on the following topics:

- Self-introduction, family, chores and daily routine
- The house
- Health and healthy habits
- Holidays
- Environment
- Research a chosen aspect of French culture

Assessment

- Text Analysis – Reading and Listening – 20%
- Text Production – Writing in French – 20%
- Interactions – Interviews – 20%
- Cultural Research tasks – 20%
- Language Study Tasks – Vocabulary grammar games, exercises, and quizzes – 20%

Leads to:

- Stage 1 and 2 French
- Study of French at University
- Study and travel abroad
- Careers involving French language, culture or intercultural understanding



Japanese

Year 10 Japanese is designed for students who have a passion for learning the Japanese language, and modern and traditional Japanese culture.



Length: Full Year

SACE Credits: Not applicable

Prerequisites:

Successful completion of Year 9 Japanese

Contact: tracey.holt418@schools.sa.edu.au

Recommended Background:

Successful completion of Year 9 Japanese and an interest in Japanese language and culture.

Learning Area: Languages

Student Experience

Students produce a variety of text types, analyse spoken and written texts and participate in conversations in Japanese to communicate information about a variety of topics. Students also explore many aspects of Japanese culture through the course work, individual research tasks, cultural activities and fun excursions.

Use of the language will focus on the following topics:

- City and country living in Japan
- Japanese School Trips
- Part-time work
- Careers and aspirations
- Homestays in Australia

Students will be part of a community, establishing strong relationships through their common love of the language and culture. Students studying Japanese at Year 10 or Stage 1 may have the opportunity to participate in the Brighton Secondary School Toyodai Himeji bi-annual Sister School Exchange.

Assessment

- Text Analysis - Reading and Listening - 20%
- Text Production - Writing in Japanese - 20%
- Oral Interactions in Japanese – Interviews in Japanese – 20%
- Cultural investigations – 20%
- Language Study – formative vocabulary, Kanji and grammar, exercises and quizzes – 20%

Leads to:

- Stage 1 and 2 Japanese
- Study of Japanese at University
- Study and travel abroad
- Careers involving Japanese language and culture, or intercultural understanding



Advanced Mathematics

Do you want to stretch and challenge yourself while best preparing for Senior School Mathematical study? Advanced Mathematics is the choice for you!



Length: Full Year

SACE Credits: Not applicable

Prerequisites:

None

Contact: jack.grover638@schools.sa.edu.au

Learning Area: Mathematics

Recommended Background:

None

Student Experience

Our Year 10 Advanced Mathematics course provides students with an enriching and rigorous mathematical experience, preparing them for advanced studies in mathematics.

With a focus on higher-level concepts and problem-solving skills, students will delve into challenging topics and engage in in-depth explorations of mathematical principles. Through a combination of comprehensive lesson instruction, rigorous investigations, and advanced applications, students will develop strong analytical thinking and problem-solving abilities.

The assessments in the course are designed to assess students' mastery of complex mathematical concepts, involving problem-solving assignments, tests and investigations involving the applications of mathematical principles. By actively participating in the Year 10 Advanced Mathematics course, students will sharpen their mathematical reasoning and develop the foundation needed for success in higher-level mathematics courses and future mathematical pursuits.

Assessment

- Tests
- Assignments
- Investigations
- End of semester Exam

Leads to:

- Stage 1 Specialist Mathematics
- Stage 1 General Mathematics
- Stage 1 Mathematical Methods



General Mathematics

Do you want a wide-ranging Mathematics experience to help decide which Mathematics to take in Year 11? Then General Mathematics is for you!



Length: Full Year

SACE Credits: Not applicable

Prerequisites:

None

Contact: jack.grover638@schools.sa.edu.au

Learning Area: Mathematics

Recommended Background:

None

Student Experience

Our Year 10 General Mathematics course offers students a comprehensive learning journey to prepare them for further studies in mathematics. With a focus on fundamental mathematical concepts like Algebra, Measurement, Geometry and their applications, students will engage in a range of enriching activities that foster a deep understanding of mathematical principles.

Through interactive lessons, practical exercises, and real-world scenarios, students will develop problem-solving skills and critical thinking abilities.

Assessments in the course consist of a variety of tasks, including, assignments, tests and investigations. By actively participating in the Year 10 General Mathematics course, students will not only strengthen their mathematical proficiency but also cultivate essential skills necessary for success in future mathematical endeavors.

Assessment

- Tests
- Assignments
- Investigations

Leads to:

- Stage 1 General Mathematics
- Stage 1 Essential Mathematics



Core Music

Have you enjoyed Core Music in Year 9? If so, continue to develop your skills and knowledge with other passionate, like-minded music students.



Length: Full Year

SACE Credits: Not applicable

Prerequisites:

Year 9 Core Music

Contact: Chip.Diamond149@schools.sa.edu.au

Learning Area: Music

Recommended Background:

Successful completion of Year 9
Core Music

Student Experience

In Core Music you will have the opportunity to play in a class band, string ensemble or percussion ensemble.

You will have access to free instrumental music lessons every week to support your learning.

Instruments can be hired from the school so there is no need to own an instrument.

Choosing Core Music will also allow you to participate in the many co-curricular ensembles and choirs available before school, at lunchtime and after school. Core Music students are also eligible for the incredible local and international music tours.

Student will celebrate their learning each semester at a Showcase concert.

Assessment

- Part testing on your chosen ensemble instrument each term.
- Part testing of your year level choir each semester.
- Musicianship assessment on the concepts taught throughout the semester.

Leads to:

- Stage 1 Music Craft
- Stage 1 Music Foundations



Special Interest Music

Special Interest Music brings together passionate, like-minded music students in an environment where they can thrive. Entry is by merit selection.



Length: Full Year

SACE Credits: Not applicable

Prerequisites:

Entry by merit selection

Contact: Chip.Diamond149@schools.sa.edu.au

Recommended Background:

Year 9 Special Interest Music

Learning Area: Music

Student Experience

Special Interest Music students work with an expert team of music educators to hone their skills and develop a lifelong love of music while preparing them for a career in music.

Assessment

- Solo Performance - 50%
- Composing and Arranging/Cultural and Analytical Studies - 40%
- Practical Applications - 10%

Leads to:

- Stage 1 Music Craft
- Stage 1 Music Foundations



Science

In Year 10, learners explore a range of science topics including genetics, evolution, the Big Bang, global climate patterns, Newton's laws, atomic structure and chemical reactivity. Learners will develop their curiosity, open mindedness and build on their scientific inquiry skills.



Length: Full year

SACE Credits: N/A

Prerequisites:

Year 9 Science

Contact: kate.higgs418@schools.sa.edu.au

Learning Area: Science

Recommended Background:

None

Student Experience

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Assessment

- Science Tests – Both hard copy, paper tests and online tests
- Deconstruct and Design Practical Reports
- Assignments – Research and practical activities

Leads to:

- Stage 1 Sciences



Volleyball Studies

A structured program that promotes the development of volleyball specific technical skills, tactics and strategy, critical and creative thinking, as well as holistic athlete development, designed to cultivate talented athletes and well-rounded young people.



Length: Full Year

SACE Credits: Not applicable

Prerequisites:

Successful completion of Year 9
Volleyball Studies

Contact: cambell.baker333@schools.sa.edu.au

Learning Area: SIV

Recommended Background:

None

Student Experience

Year 10 Special Interest Volleyball Studies will:

- Develop students' technical volleyball proficiency, tactical awareness, physical fitness, as well as critical thinking, problem-solving, and leadership skills.
- Combine practical and theory-based learning through volleyball, exploring athlete development units of strength and conditioning, sports medicine, sport education, and nutrition - with guest presenters to enhance the experience.
- Develop students' collaboration skills by working with their peers and effectively communicating on and off the court.
- Promote self-analysis, self-reflection and setting individual performance targets that focus on improvement and effort to reach their volleyball and learning potential.

Assessment

Semester 1:

- Volleyball Skill Practical Development – 25%
- Strength and Conditioning – 25%
- Volleyball Offence and Defence Systems Assignment – 25%
- Sports Injury and Prevention – 25%

Semester 2:

- Volleyball Specific Software – 25%
- SEPEP Class Tournament – 25%
- Sports Nutrition – 25%
- Technical Skill Video Assignment – 25%

Leads to:

- Year 11 Integrated Learning - Volleyball A and/or B



Art and Ideas

Are you an Art Detective? Explore and investigate the real ideas about the major developments in art from the 19th century on!



Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Recommended Background:

None

Learning Area: The Arts

Student Experience

In this course you will learn about the big ideas behind the key art movements that influence past and present art in Australian and International art.

Key movements that are studied include Realism, Impressionism, Cubism, Dada and Surrealism.

You will learn how to investigate, analyse and learn creatively through practical studies in a Visual Study.

You will also produce your own art Folio and Final Product influenced by one or more of a studied art movement. You will have the opportunity to work with exciting materials, including painting on a canvas. Just like a contemporary artist, you will display your work in a group exhibition.

Assessment

- Visual Study - 30%
- Folio - 40%
- Product and Practitioner's Statement - 30%

Leads to:

- Stage 1 Art and the Environment
- Stage 1 How Artists Work
- Stage 1 Creative Arts



Art in a Global Community

Make your mark as a contemporary artist! What are the big issues artists are currently exploring in the world of art?



Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Recommended Background:

None

Learning Area: The Arts

Student Experience

In this course, you will explore the current global and social themes that drive artists to create and reflect in our changing world.

In a guided Visual Study, you will learn about consumerism, diversity, inclusiveness, and sustainability through a variety of art media and processes. These include drawing, collage, printmaking, mixed media, sculpture, and canvas painting.

As a developing artist, you will produce a Folio and final Product expanding your own ideas. You will have the opportunity to display your work in a group exhibition.

Assessment

- Visual Study - 30%
- Folio - 40%
- Product and Practitioner's Statement - 30%

Leads to:

- Stage 1 Art and the Environment
- Stage 1 How Artists Work
- Stage 1 Creative Arts



Drama Production Company A

Are you interested in acting, directing, stage management, costume, set, lighting or sound design? Do you want to be part of a creative team that transfers ideas into live performance?



Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Learning Area: The Arts

Recommended Background:

None

Student Experience

In this course you will collaborate with others to devise, rehearse and present an original theatre production. You will develop practical skills in performance, design, technical theatre and production management while contributing to a shared creative vision.

You will work to create an original production to be performed to a public audience. Students can choose to explore either an acting role or an off-stage role including sound, lighting, set and costume design.

You will view and respond to live theatre performances and workshops.

Assessment

- **Understanding and Demonstrating Dramatic Conventions – 30%**
Analyse and apply drama forms, styles and conventions
- **Group Production - 40%**
Collaboratively create and present a performance as an ensemble
- **Performance and Production Skills - 40%**
Develop acting, design, and technical skills to communicate meaning effectively in performance.

Leads to:

- Stage 1 Drama



Drama Production Company B

Have you ever wondered why the Australian landscape features so often in stories, films, and theatre? Are you interested in exploring strange, mysteries, unforgettable characters and the stories that reveal who we are as Australians?



Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Learning Area: The Arts

Recommended Background:

None

Student Experience

In Australian Theatre, you'll investigate a range of contemporary and historical Australian works, including Gothic Theatre, while developing skills in performance, analysis and creative interpretation.

You will work to create an original production to be performed for a public audience. Students can choose to explore either an acting role, or an off-stage role including sound, lighting, set and costume design.

You will view and respond to live theatre performances and workshops.

Assessment

- **Understanding and Demonstrating Dramatic Conventions - 30%**
Analyse and apply drama forms, styles and conventions
- **Group Production – 40%**
Collaboratively create and present a performance as an ensemble
- **Performance and Production Skills - 40%**
Develop acting, design, and technical skills to communicate meaning effectively in performance.

Leads to:

- Stage 1 Drama



Design Studio A

Designers are problem solvers. How can you design creative solutions, apply design rules, and bring your ideas to life by combining concepts from Graphic, Product, and Environmental Design?



Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Recommended Background:

None

Learning Area: The Arts

Student Experience

Step into the Design Studio—a creative, hands-on space where experimentation is encouraged and problem-solving brings your ideas to life. Engage in design thinking, develop your aesthetic, and take inspiration from a range of influences through both teacher-led and independent activities. Move from quick sketches to digital designs or models using Adobe Illustrator and other creative tools. Along the way, build skills in critical thinking, research, analysis, and presentation, while deepening your understanding of composition and how styles and themes inform great design.

Uncover how a mix of Graphic, Product, and Environmental Design shapes the world around us, with outcomes such as typography, product packaging, everyday objects like furniture or fashion, and planning interior spaces or architectural concepts.

This Visual Arts/Design course focuses on mastering fundamental design concepts including elements and principles, contemporary design styles, and presentation.

Assessment

Students will be assessed through a variety of making (practical) and responding (written) tasks through the semester.

- Visual Study - 30%
- Folio - 40%
- Product and Practitioner's Statement - 30%

Leads to:

- Year 10 Design Studio B
- Year 11 Design Studio A
- Year 11 Design Studio B
- Year 12 Visual Arts - Design Focus



Design Studio B

How can your ideas grow through understanding aspects of Graphic, Product, and Environmental Design while building creative confidence by exploring themes, influences, and new ways to solve design challenges?

Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Learning Area: The Arts

Recommended Background:

None

Student Experience

Design Studio B is a vibrant, practical class where you generate ideas, experiment with new solutions, and build confidence as a designer. Take inspiration from influential designers as you tackle creative challenges and explore problem-solving.

Get hands-on with model-making, drawing, and digital design using tools like Adobe Illustrator. Teacher-guided tasks encourage you to create with purpose, research designers and meaningful themes, and use materials creatively while refining your presentation skills. This is your chance to challenge your creativity and see how far you can take your design thinking.

Outcomes may include perspective drawing, digital illustration, patternmaking, packaging mockups, and model making with materials such as ceramics, card, or resin.

This Visual Arts/Design course focuses on developing your ideas, design thinking, presentation skills, and personal aesthetic through exploring diverse designers and materials.

Assessment

Students will be assessed through a variety of making (practical) and responding (written) tasks through the semester.

- Visual Study - 30%
- Folio - 40%
- Product and Practitioner's Statement - 30%

Leads to:

- Year 11 Design Studio A
- Year 11 Design Studio B
- Year 12 Visual Arts - Design Focus



Media Arts

Would you like to create media products like commercials, short films, animations, websites, or video games?



Length: Semester

SACE Credits: Not applicable

Prerequisites:

None

Contact: yasmin.paterson519@schools.sa.edu.au

Recommended Background:

None

Learning Area: The Arts

Student Experience

Through exploring advertising, you will create an advertising campaign including filming a commercial and creating print adverts.

You will learn skills, techniques and processes linked to media products of your choice.

Using this knowledge, you will create media products and provide evidence of your learning in a folio.

Assessment

- Advertisement Unit
- Skills Folio
- Product and Statement

Leads to:

- Stage 1 Media Arts
- Stage 1 Creative Arts



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