



FIRBANK
GRAMMAR

YEAR 10

CURRICULUM HANDBOOK 2026

Year 10 **Curriculum Handbook** 2026



YEAR 10

2026 CURRICULUM

A foundation year for VCE. The program at Year 10 provides all students with a firm foundation in the major disciplines and a continuing opportunity to explore a range of elective offerings.

The core program ensures that all students continue to develop skills and knowledge in English, History, Mathematics, Science, Personal Development and Physical Education. In addition, the electives program provides flexibility of choice and opportunities for a broad range of learning experiences, including the option of studying some VCE units.

Firbank has recognised that learning is not restricted to the classroom, and therefore the Year 10 Horizons program is an essential component of the curriculum at Year 10. These opportunities will extend

and challenge the students' perceptions of themselves and others.

Formal examinations in all subjects are held at the end of each semester to give students valuable preparation for VCE examinations.

Year 10 is a year in which consideration must be given to future directions and the preparation needed to ensure success in the final years of schooling. A student's application to study VCE subjects will be determined by current performance levels as well as teacher recommendation.

YEAR 10

2026 CURRICULUM OVERVIEW

CORE CURRICULUM

- ENGLISH or ENGLISH AS AN ADDITIONAL LANGUAGE*
- SCIENCE: *Students complete a trimester of each of the following Sciences:*
 - BIOLOGY
 - CHEMISTRY
 - PHYSICS
- MATHEMATICS
 - STANDARD
 - ADVANCED
- HISTORY
- HEALTH
- PHYSICAL EDUCATION

* By recommendation of the Department of Student Services

ELECTIVE CURRICULUM

- APPLIED COMPUTING (VCE UNIT 1 & 2)
- DIGITAL ENTERPRISE
- BUSINESS & ECONOMICS: BE YOUR OWN BOSS
- BUSINESS & ECONOMICS: CITIZENS & THE LAW
- DANCE (VCE UNIT 1 & 2)
- DRAMA
- ENGLISH LANGUAGE STUDIES*
- GEOGRAPHY: POVERTY & HOMELESSNESS
- GLOBAL POLITICAL STUDIES
- HISTORY: MOVEMENTS FOR CHANGE
- LITERATURE
- LANGUAGES
 - FRENCH
 - GERMAN
- CHINESE 1st LANGUAGE (VCE UNIT 1/2)
- CHINESE 2nd LANGUAGE (VCE UNIT 1/2)
- CHINESE 2nd LANGUAGE ADVANCED (VCE UNIT 1/2)
- P.E: HUMAN MOVEMENT
- SCIENCE: PSYCHOLOGY
- SCIENCE: WIRELESS COMMUNICATION
- VISUAL ARTS
 - 2D ART
 - 3D ART, BUILD IT
 - MEDIA: FILM & PRINT MEDIA
 - MEDIA: ADVANCED MEDIA STUDIES
 - VISUAL COMMUNICATION
 - DESIGN: ENVIRONMENT DESIGN & INTERACTIVE EXPERIENCES

CO-CURRICULAR

- EXPERIENTIAL EDUCATION
- DUKE OF EDINBURGH AWARD
- FOOD TECHNOLOGY
- GEOGRAPHY: BALANCING OUR PLANET

YEAR 10 2026 CURRICULUM

ENGLISH

The English curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non- linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

HISTORY

History is a disciplined process of investigation into the past that develops students' curiosity and imagination.

- Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The study of history also provides opportunities to develop transferable skills of critical and creative thinking, such as the ability to explore questions, imagine possibilities and construct arguments.

- Australian history is taught within a world history approach. This equips students for the world in which they live and enhances students' appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia's position in the Asia-Pacific region, and our global relationships. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

MATHEMATICS (STANDARD & ADVANCED)

Mathematics aims to ensure that students:

- Develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- Become confident, proficient, effective and adaptive users of mathematics
- Become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- Make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- Develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

BIOLOGY

In Biology, students will learn about DNA and its role in controlling the characteristics of organisms. The exploration of natural selection and evolution will also be covered in this unit.

Topics include:

- Cell Structure & Function DNA, Chromosomes & Genes Cell Division
- Inheritance of characteristics Diversity of life
- Natural selection Speciation

CHEMISTRY

Health and Physical Education aims to In Chemistry, students will study the structure of the atom and the properties of common elements. There is considerable opportunity for practical work while studying chemical reactions and investigating concepts such as combustion, corrosion, decomposition, acid reactions and precipitation.

Topics:

- Atoms and elements Periodic Table Properties of elements Chemical equations
- Energy and the rate of reactions

PHYSICS

The Physics area of study will focus on the qualitative and quantitative relationship between distance, speed and time as well as the relationship between force, mass and acceleration.

- Students will apply the law of conservation of energy and analyse the efficiency of common household appliances. With an understanding of Newton's laws of motion, students will then learn about the features of the universe and its formation.
- Students will study in detail major features such as galaxies, stars, solar systems, nebulae, and the Big Bang theory.

Topics:

- Kinematics
- Newton's Laws of Motion Energy conservation
- Stars, colours and brightness Electromagnetic Spectrum Big Bang theory

HEALTH & PHYSICAL EDUCATION

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

APPLIED COMPUTING (VCE UNIT 1/2)

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact. VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

DIGITAL ENTERPRISE

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

BUSINESS & ECONOMICS: BE YOUR OWN BOSS

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

In studying economics and business students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and interpret issues and events. This will assist them to understand the behaviour of participants in the economy, business, society and the environment. Students will then be better placed, now and in their adult lives, to participate in economic and business activities actively and effectively.

They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.

BUSINESS & ECONOMICS: CITIZENS & THE LAW

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

The Civics and Citizenship curriculum recognises that Australia is a secular democratic nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position, and obligations, and the role of the citizen today within an interconnected global world.

In studying civics and citizenship students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law.

The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life. By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally.

As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

DANCE (VCE UNIT 1/2)

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies.

They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

DRAMA

The Drama curriculum aims to develop students:

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- Sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

FOOD TECHNOLOGY

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students:

- Become critical users of technologies, and designers and producers of designed solutions
- Can investigate, generate and critique designed solutions for sustainable futures
- Use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- Create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- Learn how to transfer the knowledge and skills from design and technologies to new situations
- Understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

GEOGRAPHY: BALANCING OUR PLANET

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. Spatial thinking and geospatial technologies increasingly inform scholarship in these areas. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

GEOGRAPHY: POVERTY & HOMELESSNESS

Civics and Citizenship is essential in enabling Students use the concept of interconnection to understand how the causal relationships between places, people and environments constantly change their characteristics.

Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, such as local or regional. The concept of change helps them to explain the present and forecast possible futures.

The Geography curriculum teaches students to respond to questions in a geographically distinctive way, to collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. These skills can be applied in everyday life and at work.

GLOBAL POLITICAL STUDIES

Global Political Studies offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Students will learn about the basic building blocks of politics, such as political theories and ideologies.

They will explore what democracy looks like in action, in Australia and the US, as well as Communism in the Chinese context. Students will also explore a current global crisis and will learn about the complexities of global responses to this conflict.

Time permitting, students will then reflect on an international law which is designed to uphold human rights and explore how global actors seek to ensure that these rights are met globally.

HISTORY: MOVEMENTS FOR CHANGE

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past.

LITERATURE

Students will look at classical and contemporary literature, including poetry, to learn how different authors create meaning and express their views and values. The features of texts will inform a students' reading and they will write close analysis responses in short answer and longer form.

LANGUAGES

- French
- German
- Chinese 1st Language (VCE Unit 1/2)
- Chinese 2nd language (VCE Unit 1/2)
- Chinese 2nd Language Advanced (VCE Unit 1/2)

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in the language they are learning
- Understand the relationship between language, culture and learning
- Develop intercultural capabilities
- Understand themselves as communicators.

P.E HUMAN MOVEMENT

If you are curious about how your body moves, our Year 10 Human Movement subject may be for you. The program offers a comprehensive exploration of various aspects of entry level sport science. A variety of key concepts are covered, including anatomy and physiology, energy systems, fitness training principles, nutrition for sport and exercise and biomechanics.

Upon completing the course, students apply theoretical knowledge in practical investigations to understand and identify the structure and functions of body systems. They also acquire understanding into fitness principles, nutrition, biomechanics, and other areas, taking into account both health and performance factors.

The program aims to provide a solid foundation for further Physical Education studies, such as VCE PE Units 1/2 and 3/4. This elective would allow students to take a direct path into Unit 3/4 (dependent on grades and approval) or commence Units 1/2 Physical Education in Year 11.

The course draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practice, create, apply and evaluate the knowledge, understanding and skills of the learning area. While participating in physical activities, students analyze and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance.

- Why choose Human Movement: Empowerment: Understand your body better and take control of your fitness journey and lifelong health.
- Career Pathways: From physiotherapy to medicine, explore exciting career options starting with this introductory subject.
- Fun Practical Sessions: Hands-on experiments and interactive sessions.

PSYCHOLOGY

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. In addition to its practical applications, learning science is a valuable pursuit in its own right. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world.

WIRELESS COMMUNICATION

Wireless Communication is a dynamic field that enables the transmission of information without physical connections like wires or cables. It plays a pivotal role in our modern world, powering devices we use daily, such as mobile phones, GPS receivers, and Wi-Fi networks. In this course, students will explore fundamental ideas behind the transmission of signals through wireless technology and will create their own device incorporating a simple wireless communication system.

This unit is suited to year 10 students who are looking for a greater challenge in mathematics and science. It has a focus on the practical application of ideas studied within physics, digital technologies and mathematics.

This subject leads to the future study of Specialist Mathematics, Mathematical Methods, Physics and Software Development within VCE.

Wireless Communication bridges the gap between theory and real-world applications. By mastering this subject, Year 10 students will be well-prepared for future STEM endeavors and contribute to the ever-evolving world of technology. This course is designed as a high level STEM subject that integrates the different curriculum areas that are necessary to analyse, design and create wireless communication systems. Within the course, students explore the science behind the physical signals, the mathematical concepts used to analyse and model these signals, the digital technology concepts that govern the application of a wireless communication system and the engineering involved in designing and implementing wireless communication systems.

2D ART

Students in 2D Art will major in painting, printmaking and mixed media. Building on foundational VCE Art Creative Practice knowledge, they will explore two-dimensional processes and the personal, cultural and social issues influencing artists and their work. Through in-depth research and analysis, students will experiment with mixed-media techniques inspired by contemporary artists. They will combine traditional and non-traditional drawing and painting methods to construct complex, large-scale paintings. Students will also explore abstraction by producing free-standing, semi-sculptural paintings inspired by artists such as Kate Tucker and Yayoi Kusama.

To support their practice, students will maintain a visual diary to document their process and apply critical and creative thinking based on critiques and self-evaluation.

3D ART

Students in 3D Art will major in sculpture and ceramics. Building on foundational VCE Art Creative Practice knowledge, they will explore three-dimensional processes. Using traditional ceramics techniques and processes, students will create functional ceramic vessels and artworks inspired by a range of contemporary and historical ceramicists. To enhance their understanding of the ceramic process, students will engage in an in-depth study of ceramic glazes, as well as glazing and firing techniques and processes.

Students will also construct sculptural artworks using other various materials such as paper, card, or wire. They will explore the display of large-scale sculptures and examine installation art as a dynamic form of contemporary practice. To support their practice students will maintain a visual diary to document their processes and apply critical and creative thinking based on critiques and self-evaluation.

MEDIA: FILM & PRINT MEDIA

If you are interested in working as an advertiser/marketer, or have a passion for watching film, this unit is for you! You will learn the fundamentals of the media industry - including how media is owned and controlled - the business of media industries.

You will explore the advertising industry - learning how advertisers do the business of promoting products to an audience. You will work to create ads for a range of purposes. You will learn the fundamentals of storytelling in film - how film stories are crafted to engage audiences. This knowledge will then be applied to the making of a short film.

MEDIA: ADVANCED MEDIA STUDIES

This unit will set you up for the fundamentals of VCE Media Unit 1 and explore what it is like to work in the media industry. You will explore key concepts in Media that will give you a head start in Media at VCE level. You will explore how meaning is created in film, TV and photographic products through thinking about 'representations' in those products.

You will explore how film tells its stories through an analysis of genre and how films are constructed in genres to engage audiences (make them feel certain ways). You will also refine your technical skills in an area of passion to you - photography, film/animation or journalism/writing.

VISUAL COMMUNICATION DESIGN: ENVIRONMENT DESIGN & INTERACTIVE EXPERIENCES

Through critical and creative research methods, students will identify and solve small-scale architectural challenges to design kiosks, exhibition spaces, tiny homes, or outdoor environments. Referencing contemporary architectural and environmental design practices, students will develop people-centred design concepts, create floor plans and construct architectural models to realise their ideas.

They will also examine the role of interactive experiences in modern design, analysing existing apps, websites, and displays to understand how design influences everyday actions. This research will help students to then create their own interactive experience/design, which could include a phone app, website or digital map. Students will use a range of design programs, including Adobe Illustrator, Photoshop, and UI/UX applications.



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