Year 10 2026 Subject Guide

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Year 10 2026 Subject Guide

This document details the subject options for Year 10 (2026) students. It is intended as a guide for families to help with submitting subject preferences. This guide should be used in conjunction with family discussion as well as discussions with teachers and other students as appropriate.

This guide includes several sections:

- Overview of Subject Offerings
- Subject Preferences Submission Process
- Year 10 Subjects
- Accelerated Subjects: VCE Overview
- Accelerated Subjects: Criteria
- Subject Descriptions

Overview of Subject Offerings

In Year 10, students undertake a range of subjects. This is to enable them to explore their interests and strengths, in preparation for submitting VCE subject preferences.

Subjects fall into several categories and duration as shown in the following table:

Category	Duration
Compulsory	Full year
Electives	One semester
Languages other than English	Full year
Accelerated (VCE Units 1 & 2)	Full year

Students in Year 10 complete a full year of English and Mathematics, as well as a semester of Year 10 Science and a semester of Year 10 Health, Wellbeing and Physical Education. Additionally they must select an additional semester of a Science elective and five semesters of other subjects, which are allocated based on students' preferences.

Online preferences do not include accelerated subjects. Acceleration is based on a separate application process outlined later in this document. Students are asked to nominate reserve electives and should consider these carefully as these can be allocated to students depending on timetable constraints.

Subject Preferences Submission Process

A link and instructions will be sent via email to parents with information on how to submit subject preferences. These are completed online.

When submitting subject preferences, an understanding of possible courses and careers is important, particularly for VCE subjects. Career and course advice is available from the Careers Centre located in the Student Services area of the secondary school.

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Year 10 Subjects

Subjects offered to Year 10 students are outlined in the following table.

Faculty	Subject	Compulsory	Full year
English	English	Select one	✓
	English as an Additional Language		
	Literature (Elective)		
Mathematics	Mathematics*	Select one	✓
	General Mathematics		
Science	Science	✓	
	Biology	Select at least one†	
	Chemistry		
	Physics		
	Psychology		
Health, Wellbeing and Physical Education	Health, Wellbeing and Physical Education	✓	
	Holistic Health		
Humanities	American History		
	Classical Studies		
	Commerce		
	Geography		
	Law and Politics		
	The Second World War		
Creative and Performing Arts	Creative Practice (Art)		
	Design and Technologies (Wood)		
	Drama		
	Food Technology		
	Media		
	Music		
	Visual Communication and Design		
Languages	Chinese as a Second Language		✓
	French		✓
	Japanese		✓
	Latin		✓

* Selection into Extension Mathematics is based upon grades in Year 9 Mathematics.

† If a student is accelerating a Unit 1/2 Science subject, they do not need to choose a Year 10 Science elective.

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Accelerated Subjects: VCE Overview

A Year 10 student may complete one Units 1 & 2 VCE subject upon meeting the criteria and completing an application as outlined on the following page. The information below is intended to provide an overview of the VCE structure which may inform whether or not an application is appropriate.

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Students at Brighton Grammar School complete their VCE studies primarily over their last two years of secondary schooling. VCE studies are broken into units which are completed over one semester each. For example, English Units 1 & 2 are completed in Year 11 and English Units 3 & 4 are completed in Year 12.

Students typically complete
- **Year 11**: Six Units 1 & 2 subjects
- **Year 12**: Five Units 3 & 4 subjects

Students are permitted to complete one accelerated subject (e.g., completing a Units 1 & 2 subject in Year 10). A student who is a native speaker of a language may complete accelerated studies in this language in addition to one other accelerated study if their application is successful. Successful application to complete a Units 1 & 2 VCE subject in Year 10 does not guarantee the student will proceed to Units 3 & 4 in Year 11. Students must maintain a high standard in line with the original criteria for application which is evaluated through a similar application process the following year.

As noted previously, the application process for acceleration is separate to the online preference submission. Students should complete their on-line preferences and the separate application for acceleration without making any assumptions about the success of acceleration.

Any student wishing to complete a VCE subject outside of Brighton Grammar School (BGS) must seek approval from the Director of Teaching and Learning (Mr Humberstone). This includes students wishing to study a language not offered at BGS.

For more detail about the structure and procedures involved with the VCE, see the VCE Handbook. It is also possible to take a Vocational Education and Training (VET) program as part of a VCE. More information about VET subjects can be found here: https://studentcareers.brightongrammar.vic.edu.au/?page=vocational-education-and-training

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Accelerated Subjects: Criteria

To apply for acceleration (into a VCE Units 1 & 2 subject) students need to apply through an online form. The below criteria must be met for a student to apply for acceleration:

- 75% average grade (over a Year 9 semester), satisfactory learning behaviours and attendance
- Subject specific criteria (see table below)

Approval of applications are **provisional** and dependent on continuing to meet the criteria.

Faculty	Head of Faculty	Units 1 & 2 Subject	Subject Specific Criteria
Science	Ms Bjarnelind	Biology	80% in Year 9 Science
		Psychology	
		Physics	80% in Year 9 Science **and** 85% in Year 9 Enrichment Mathematics
Mathematics	Mr Dann	Mathematical Methods	90% in Year 9 Enrichment Mathematics
Humanities	Ms Dwyer	Accounting	*No additional criteria*
		Business Management	
		Classical Studies	
		Geography	
		Modern History	85% in Year 9 History **or** 85% in Year 9 English
		Politics	80% in Year 9 English
		Economics	
		Legal Studies	
Creative and Performing Arts	Mr Watson	Media	80% in Year 9 English
		Music	Musical performance test
		Visual Communication and Design (VCD)	80% in Year 9 VCD (if applicable)
Languages	Ms Faulkner	Chinese (First Language & Second Language Advanced)	Speaking interview with the Head of Chinese
Health, Wellbeing and Physical Education	Mr Whitehead	Health and Human Development	*No additional criteria*
		Physical Education	

Note: Subjects not listed are not available for acceleration.

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Subject Descriptions

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Humanities

Year 10 American History

Overview

The last year has been one full of political debate on the future direction of the United States of America. With 2026 comes the 250th anniversary of the writing of the nation's birth certificate, the Declaration of Independence. More than ever, we can expect American History to inform these ongoing political debates. Is this an America that would make the founding fathers proud?

This course takes a broad look at the history of the United States through the prism of the ideals of the American Revolution. The focus is on how America has wrestled to achieve noble aspirations of universal rights, freedom, and equality as well as examining the extent to which these goals have been achieved.

After examining America's foundational events, ideas and documents, a thematic approach is taken which encompasses key moments in American history (and even current issues being debated).

Topics covered include:

- A Short History of the American Revolution (1760–1820)
- Theme 1: What is an American?
- Theme 2: American Wars and Foreign Policy

This unit is recommended for those students considering taking VCE History and/or VCE Global Politics.

Skills to be developed

- Analyse and evaluate the significance of ideas, events, individuals and popular movements that contributed to the outbreak of the revolution
- Evaluate continuity and change in society as a consequence of the revolution
- Evaluate the degree to which the revolutionary ideals are achieved or compromised
- Construct arguments using primary sources and historical interpretations as evidence

Assessment tasks

- Quizzes
- Extended responses
- Source analysis tasks (visual and text)
- Short essay responses
- Examinations

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Librarian
- Lawyer
- Political Scientist
- Publisher
- Research Analyst

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Science

Year 10 Biology

Overview

Life is beautiful! From genes to proteins, reproduction to growth, evolution to diversity, Biology is the study of living organisms, including their structure, function, growth, origin, and evolution. As a part of this elective, students will build upon the genetics concepts they learnt in the compulsory science unit to explore evolution in detail. Additionally, students will have an opportunity to study animal behaviour and reproduction, and plant reproduction. They will also apply their understanding of genetics and evolution to study the importance of biodiversity. Additionally, they will have an opportunity to explore some DNA technology.

Focus areas for the semester:

- Evolution
- Adaptations
- Reproduction
- Biodiversity
- Biotechnology

Skills to be developed

- Practical skills
- Scientific writing
- Drawing evidence-based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations

Assessment tasks

- Practical reports
- Quizzes
- Tests
- End of semester examination

Possible career applications

- Dentist
- Health Information Manager
- Health promotion/policy
- Medical Practitioner
- Medical Scientist
- Nurse
- Nutritionist
- Pharmacist
- Radiographer

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Science

Year 10 Chemistry

Overview

Students will build on the understanding they developed in the Chemical Reactions topic during Semester Science.

Many of the topics covered in this elective align with Units 1 and 2 VCE Chemistry. As such, this is ideal for students intending to take senior Chemistry. Moreover, all students will gain insights into the physical and chemical properties of substances, and an appreciation of why they behave as they do. This provides all students with a new lens through which to view and understand the world.

Topics covered will include:

- A complete understanding of bonding (metallic, ionic, covalent and intermolecular)
- Metals and how their properties can be optimised
- Carbon (organic) chemistry and polymers
- Redox chemistry including a deeper understanding of reaction types (e.g., combustion and displacement) and electrochemistry
- Acid and base chemistry including reactions of acids and the pH scale
- An introduction to the mole, which unlocks the ability to perform calculations in chemistry. This can then be applied to many aspects of the course

Students will perform practical tasks to develop scientific skills and apply their theoretical understanding.

Skills to be developed

- Scientific writing
- Working collaboratively
- Drawing evidence based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations
- Understanding models and using them as tools to make predictions

Assessment tasks

- Quizzes
- Practical reports
- Topic tests
- End of semester examination

Possible career applications

- Dentist
- Health Information Manager
- Health promotion/policy
- Medical Practitioner
- Medical Scientist
- Nurse
- Nutritionist
- Pharmacist
- Radiographer

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Languages

Year 10 Chinese Second Language

Overview

Students continue to develop their Chinese communication skills with increasing autonomy while drawing on diverse forms of scaffolding and models, including word lists, digital dictionaries, and teacher advice and support. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others.

Students will explore topics related to describing a house, including the location, the room arrangement, furniture and other details, conversing about food and diet, and exchanging information about weather in Chinese.

All of these topics are designed to enhance the development of students' listening, speaking, reading, writing and viewing skills. They also provide learning opportunities for students to reflect on their understanding of and responses to their experiences when communicating across cultures.

Skills to be developed

- Locate and compare perspectives on people, places and lifestyles in different communities
- Reflect on the reactions and experiences of participants in interactions, and observe how language is adapted to communicate effectively in unfamiliar context
- Analyze functions of grammatical rules and use language appropriate to different forms of oral and written communication
- Identify words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation

Assessment tasks

- Unit tests (Commons Assessment Tasks)
- Quizzes
- Oral presentation
- Project
- Written assessment
- Examination

Possible career applications

- International finance/business
- Diplomacy/policy development
- Translating and interpreting
- Lawyer (international law
- Linguist

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Humanities

Year 10 Classical Studies

Overview

As an introductory course to Classical Studies, this subject explores a selection of seminal works from the cultures of ancient Greek and ancient Roman worlds which continue to influence our Western civilisation.

A knowledge of the ancient world provides great insight and training for a plethora of other subjects, whether they are of a scientific or artistic background. In fact, Classical Studies is one of the best subjects for acquiring transferable skills for life beyond school, since students gain career flexibility by developing skills in research, writing, critical analysis and communication.

Studying literary, historical, mythological and architectural sources, such as the Trials of Heracles, the Temple of Zeus at Olympia and Sophocles's famed tragedy Oedipus the King, students will explore the composition and nature of ancient Greek society spanning from the Age of Heroes to the Classical period during the 5th century BC.

A semester in length, this Year 10 course includes the following areas of study: classical mythology, with its awesome gods, brave heroes and supernatural monsters; the origins of the Olympic Games and their representation in art and architecture; and Athenian Tragedy.

This course will provide a beneficial foundation for those considering future studies at VCE.

Skills to be developed

- Written expression
- Textual analysis
- Critical analysis
- Public speaking
- Construction of arguments
- Evaluation and comparison skills
- Persuasion and rhetoric skills
- Research and communication skills

Assessment tasks

- Short-answer tests
- Area of Study tests
- Oral presentations
- Extended response questions
- Research essay
- Semester examination

Possible career applications

- International Relations
- Lawyer
- Journalist
- Consultant
- Diplomat
- Political Scientist
- Education
- Research Analyst
- Publisher

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Humanities

Year 10 Commerce

Overview

This elective combines Financial Literacy, Accounting, Business Management, and Economics to provide a comprehensive understanding of economic interactions among individuals, families, communities, workers, businesses, and governments.

Students will learn about key economic players and decision-making processes related to resource allocation. This includes understanding economic and business decisions at personal, local, national, and global levels and their effects on themselves and others, now and in the future.

The course covers personal financial recording and small business reporting, with both theoretical and practical elements. Students will collect and analyze financial data, enhancing their ability to make informed investment decisions.

Additionally, students will explore turning business ideas into reality, considering internal and external factors influencing planning, decision-making, and operations. They will examine the impacts of staff, leadership, and technology on businesses.

Studying commerce equips students to participate actively and effectively in financial, economic, and business decision-making, understanding how current actions shape future outcomes and encouraging critical thinking about preferred futures.

Skills to be developed

- Basic essential financial literacy skills
- An understanding of economic principles and decision making
- Bookkeeping skills
- Applying business knowledge to practical and/or simulated business situations.
- Discuss the decisions made in response to the internal factors that affect a business.

Assessment tasks

- Tests
- Assignments
- Coursework
- Examinations

Possible career applications

- Accountant
- Conveyancer
- Economist
- Employee Relations Officer
- Financial Planner
- Human Resource Manager
- Investment Analyst
- Management Consultant

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Creative and Performing Arts

Year 10 Creative Practice (Art)

Overview

Year 10 Creative Practice (Art) students will investigate and respond to broadly established themes and the work of historical and contemporary artists to help guide and develop their own creativity and artistic style. Students will have access to a range of media, including paints, sculpting materials, digital photography and video, printmaking and drawing.

Students will also respond to short set analysis tasks that expose them to a range of artistic styles, to develop confidence in applying art terminology and to assist with their choices for folio development.

Skills to be developed

- Developing skills with a range of media
- Planning artworks
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of art terminology and the application of analytical frameworks

Assessment tasks

- Visual diary
- Finished artworks
- Developmental works
- Written responses
- Self-directed exploration

Possible career applications

- Advertising
- Architect
- Artist
- Curator
- Graphic Designer
- Games Designer
- Illustrator
- User Experience (UX) Designer
- Spatial Designer (Interior/Exterior/Virtual)
- Performance Designer (Set/Special Effects)

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Creative and Performing Arts

Year 10 Design and Technologies (Wood)

Overview

Prerequisite - It is highly recommended that students have successfully completed Year 9 Wood Technology. Classes are restricted in numbers for safety constraints.

Students become more engaged in the design process and related areas such as addressing the needs of the end user and building for a purpose.

A variety of power tools and Computer Aided Machinery are introduced at this level, which assist the students in producing a high standard of work. Products completed include lighting and display cabinets.

Students have the opportunity to design their own products and to learn how to integrate various types of materials including timber (hardwoods and softwoods), acrylic and 3D filament. The work that students complete in Year 10 prepares them for the Product Design and Technology course at VCE level.

Skills to be developed

- Classification of materials
- Methods of testing
- Design elements
- Selection of tools, machines and processes for a specific purpose
- Justification of materials used
- Use of Computer Aided Design

Assessment tasks

- Set practical tasks
- Design and research tasks
- Written examination at the end the semester

Possible career applications

- Civil Engineer
- Construction Manager
- Industrial Designer
- Performance Designer (set and costume)
- Product Design Engineering
- Property Development and Valuation
- Fashion Designer and Textile Designer
- Spatial Designer (interior/exterior/virtual)
- Trades
- Visual Merchandiser

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Creative and Performing Arts

Year 10 Drama

Overview

Year 10 Drama is a fun and practical approach to creating performance that extends on the skill and knowledge taught at Year 9 Drama.

Students participate in practical activities and workshops which enable them to create their own drama performances using both expressive and performance skills. In addition to this, they learn theoretical approaches to drama and how to critically analyse their own work.

Exploring the effects of war on individual Australians, Year 10 Drama complements the Year 10 History curriculum, while giving students the skills to create different characters and tell stories in various ways. The practical approach to text also increases their capacity to demonstrate the skills required for oral presentations in subjects such as English, History and Language and the critical reflection work supports their work in English analysis.

The primary focus of Year 10 Drama is to build students' self-confidence and their ability to work in teams, as these skills are vital in preparation for their VCE and as they enter the workforce.

Whilst drama links to some rather specific careers, it fosters general skills that are applicable to various careers and can lead to excelling in a workplace or interview process.

Skills to be developed

- Self-confidence
- Self-expression
- Public speaking
- Interpersonal skills
- Creativity
- Working in teams
- Critical thinking

Assessment tasks

- Class work
- Performances
- Performance analyses
- Examinations

Possible career applications

- Actor: stage and screen
- Advertising Agent
- Acting Agent
- Costume or Set Design
- Director
- Lighting or Sound Technician
- Media Presenter
- Public Relations Officer
- Screen Writer/Scriptwriter
- Theatre Reviewer
- Any career that involves working with people or in teams

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English

Year 10 English

Overview

Students continue to build their understanding of the subject of English through the exploration of a range of topics, through receptive (listening, reading and viewing) and productive modes (speaking, writing and creating).

Over the course of the year, students read literary texts such as plays, novels and poetry. They learn to identify the central themes and ideas of a text. They analyse in detail their development over the course of such texts, including how they emerge, are shaped and refined by specific details. They examine how the choice of language features, images and vocabulary contributes to the development of individual style. Students respond analytically to such texts, developing their writing skills to articulate complex ideas.

They also develop their understanding of a Framework of Ideas related to travel. They study a range of mentor texts related to the theme and practise writing creatively, persuasively and discursively for a variety of audiences and purposes.

In a unit focused on argument and persuasive language, students engage with a contemporary issue in the media. They learn to identify and evaluate the intended impact of rhetorical strategies on specific audiences, and they practise utilising these in their own persuasive presentations on a contemporary issue of their choice.

Skills to be developed

- Analytical writing
- Working collaboratively
- Using evidence
- Responding creatively
- Identifying textual themes
- Using a range of academic vocabulary

Assessment tasks

- Essay responses
- Creative writing
- Quizzes
- Oral presentations
- Collaborative group projects
- Examinations

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English

Year 10 English as an Additional Language (EAL)

Overview

The English as an Additional Language (EAL) curriculum supports students to expand their knowledge, understanding and skills in relation to their spoken English, in order to make them more autonomous users of language. At this level, students use their expanding vocabulary and knowledge of a broad range of grammatical features to engage in increasingly complex exchanges in English.

Students explore a diverse range of familiar and unfamiliar print and digital texts, including visual and multimodal texts.

The EAL curriculum provides opportunities for students to write with autonomy for a range of purposes. Students are encouraged to develop their capacity to extend and connect their ideas, and write sustained analytical and creative texts. In response to feedback and self-assessment, students learn to draft and edit their work to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context.

Skills to be developed

- Analytical writing
- Working collaboratively
- Using evidence
- Responding creatively
- Identifying textual themes
- Using a range of academic vocabulary
- Developing the accurate use of spelling, punctuation and grammar

Assessment tasks

- Creative response
- Analytical response
- Personal response
- Oral presentation
- Reflective commentary
- Examinations

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Creative and Performing Arts

Year 10 Food Technology

Overview

This semester-long course introduces students to advanced food preparation techniques, principles of nutrition, food safety, and sustainable practices. Through practical and theoretical learning, students develop skills in food design, preparation, and evaluation, with an emphasis on health, cultural diversity, and the environment.

There are four units:

- Nutrition and Health – exploring the role of nutrients, the Australian Guide to Healthy Eating, and dietary needs across life stages
- Food Science and Sensory Analysis – investigating chemical and physical changes in food through cooking processes
- Sustainability and Ethical Eating – understanding sustainable food systems, food miles, waste reduction, and ethical food choices
- Multicultural and Indigenous Foods – exploring traditional and contemporary foods from various cultures, including Indigenous Australian cuisine

Skills to be developed

- Practical skills in food preparation, cooking techniques and use of tools and equipment
- Theoretical knowledge in nutrition and dietary analysis, food science principles and ethical/sustainable practices
- Design thinking in planning and evaluating, problem solving and creative development
- Communication in interpreting, presenting and collaborating

Assessment tasks

- Meal plan
- Lab report
- Project
- Presentation
- Examination

Possible career applications

- Nutritionist/Dietitian
- Chef
- Food Technologist
- Hospitality Manager
- Food Stylist or Critic
- Environmental Food Sustainability Consultant
- Food Science Researcher
- Community Health Worker
- Food Product Developer
- Event or Catering Manager

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Languages

Year 10 French

Overview

Year 10 French students become more confident in communicating in a wider range of authentic contexts, and gain an understanding of how to produce a range of text types, including speeches, narratives, dialogues and letters. They use French to interact in class, express and justify opinions and to interpret and analyse a wider range of texts, including visual and audio resources.

Topics studied at Year 10 French include discussing personal and family relationships, exploring environmental issues and solutions, recounting childhood experiences, and understanding life in French society in the past and expressing future plans and ambitions.

Students' written and spoken French will become more sophisticated, using connectives and conjunctions, and they will engage with more complex language structures to express nuance and give well-considered arguments.

Skills to be developed

- Communicating in French, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment tasks

- Quizzes
- Units tests (Common Assessment Tasks) assessing listening, speaking, reading and writing skills
- Pair work and individual tasks
- Homework exercises
- Examinations

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- International Finance
- International Relations/Policy Development
- Importer/Exporter
- Interpreter
- Language Teacher/Education Consultant
- Lawyer (International law)
- Linguist
- Travel Consultant

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Mathematics

Year 10 General Mathematics

Overview

The Year 10 General Mathematics course is based on the Victorian Curriculum Level 10 course and is designed to prepare students to study General Mathematics Units 1 and 2 and subsequently General Mathematics Units 3 and 4.

Students continue to build their understanding of Mathematics through the study of various topics. Each topic includes the introduction and reinforcement of numeracy skills and concepts of one or more of the six content strands from the Victorian Curriculum: Number, Algebra, Measurement, Space, Statistics and Probability. Within each topic, students will explore questions covering the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

Students gain exposure to the six content strands through a variety of teaching and learning techniques including explicit instruction, regular retrieval practice, metacognitive practices, and ongoing formative assessment.

Skills to be developed

- Pythagoras' theorem and trigonometry
- Consumer arithmetic
- Algebra and indices
- Measurement
- Linear graphs and equations
- Geometry
- Probability
- Quadratics and non-linear graphs
- Statistics

Assessment tasks

- Assigned coursework
- Quizzes
- Topic tests
- Examinations

Possible career applications

- Accountant
- Agriculture and Resource Economist
- Finance Manager
- Insurance Broker
- Logistics Manager
- Management Consultant
- Market Researcher
- Property and Valuation

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Humanities

Year 10 Geography

Overview

Year 10 Geography is split into two units, 'Geographies of Human Wellbeing' and 'Environmental Change and Management'.

'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and explore programs designed to reduce the 'development gap'.

'Environmental Change and Management' examines contemporary geographic issues such as the impacts of anthropogenic 'climate change' and land degradation. Students examine a chosen case study in detail, as well as looking at a range of other environmental changes across various scales, such as rising sea-levels and the melting of glaciers and ice-sheets. Global, national and local mitigation and adaptation measures are evaluated, which prepare the students effectively for VCE Geography.

Skills to be developed

- An understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- Development and examination of geographically significant questions
- Application of geographical concepts
- Analysis of geographic information and spatial data in order to develop informed opinions about geographic processes and change
- Appreciation and sense of wonder about our natural environment

Assessment tasks

- End of topic tests
- Fieldwork reports
- Group presentations
- Research reports
- Case studies
- Examinations

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Engineer
- Geologist
- Geographic Information Systems Officer
- Forester
- Land and Property Economist
- Park Ranger
- Surveyor
- Urban and Regional Planner

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Health, Wellbeing and Physical Education

Year 10 Health, Wellbeing and Physical Education

Overview

At Year 10, students engage in a range of activities that enable them to develop their physical, mental, social, emotional and spiritual health and wellbeing.

Students continue to refine and apply strategies for maintaining a positive outlook, and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health information to devise and implement personalised plans for maintaining healthy and active habits in a variety of scenarios. Additionally, students propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In the practical setting, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. Students refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

All students are provided with opportunities to elect courses that develop skills and knowledge to assist them in key pathways:

- VCE Health and Human Development
- VCE Physical Education
- Leadership
- Healthy and active lifestyles

Skills to be developed

- Teamwork and collaboration
- Physical skills
- Tactical knowledge and skills
- Social and emotional skills
- Critical thinking skills
- Creative skills

Assessment tasks

- Fitness tests
- Physical tasks
- Workbook tasks
- Research tasks
- Case studies

Possible career applications

- Exercise Scientist/Exercise Physiologist
- Facilities Manager
- Nutritionist
- Outdoor Education Specialist
- Paramedic
- Physiotherapist
- Sports Manager
- Sports Medicine
- Sportsperson

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Health, Wellbeing and Physical Education

Year 10 Holistic Health

Overview

Year 10 Holistic Health is an engaging subject that includes real-world application and lifelong skills and knowledge. Students will have the opportunity to participate in hands-on practical activities as well as learning theory in the classroom.

Students will gain a solid understanding of health and wellbeing and factors that impact this both for individuals and people in a global context.

The course will be broken into three major areas.

Individual health of youth – this unit will involve learning about mental health, gambling and nutrition. Students will research one focus area of choice and identify how it impacts Australia's youth.

Health promotion in Australia – this unit will focus on the changes that have occurred within Australia with technology and health promotion to improve the health and opportunities of Australians.

Global health – this unit will introduce health in a global context by looking at major influences that impact health and wellbeing in developing countries (e.g., poverty, lack of education, access to water.)

One lesson per week will be dedicated to practical activities that will enhance the five dimensions of health and wellbeing to further develop the understanding of this fundamental content.

Skills to be developed

- Critical thinking
- Data Analysis
- Global thinking
- Communication
- Creative thinking
- Decision making
- Evaluation

Assessment tasks

- Research tasks and presentations
- Workbook tasks
- Written tests
- Case studies and Data Analysis
- Creative tasks

Possible career applications

- Public health
- Non-Government Organizations
- Health promotion
- Health and Fitness Consultant
- Medical Practitioner
- Occupational Therapist
- Nurse
- Nutritionist/Dietician
- Sports Coach
- Social worker

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Year 10 2026 Subject Guide

Languages

Year 10 Japanese

Overview

In Year 10 Japanese, students become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; and to create, interpret and analyse a wider range of texts and experiences. Students sequence and describe events using a range of cohesive devices, and complete communicative tasks.

Topics studied at Year 10 Japanese include talking about leisure activities and sports; describing people/animals; Japanese food and culture; visiting Japan; and giving and following directions.

Students will read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing will become more sophisticated, using connectives and conjunctions, and they will engage with more complex language structures.

Skills to be developed

- Communicating in Japanese, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment tasks

- Quizzes
- Unit tests
- Listening and reading comprehension tests
- Oral and written communicative tasks
- End of year examination

Possible career applications

- Bilingualism is an advantage in every field. Specific examples include;
- Foreign Correspondent
- International Finance
- International Relations/Policy Development
- Importer/Exporter
- Interpreter
- Language Teacher/Education Consultant
- Lawyer (International law)
- Linguist
- Travel Consultant

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Year 10 2026 Subject Guide

Languages

Year 10 Latin

Overview

Latin is one of the ancient languages which continues to influence our Western culture. Latin's legacy, both linguistically and syntactically, is evident in a variety of other subjects such as modern Romance languages, politics, law, history and architecture, to all branches of science, music and art.

This subject, the final part of the intermediate study of Latin, is essential preparation for VCE Latin. Students will now complete and consolidate their study of all required grammatical structures and vocabulary leading into the VCE course. The key skills will focus on establishing fluency in reading both adapted and some unadapted Latin passages, the precise translation of more complex unseen passages and the accuracy of English to Latin composition.

Students will also learn the relevant historical background pertaining to seminal mythological episodes (such as the Trojan War and foundational Roman myths), along with a prose translation reading of Virgil's Aeneid in its entirety.

A confident knowledge of subordinate sentence structures, the architecture of complex Latin sentences, and skills for dealing with variable Latin word order are essential to succeed in Year 10 Latin.

Skills to be developed

- Memorisation
- Linguistic analysis
- Pattern recognition
- Deductive analysis
- Comprehension skills
- Communication skills (written and oral)
- Language acquisition

Assessment tasks

- Vocabulary tests
- Short-answer tests
- Comprehension skills
- Translation tests
- Reading tests
- Examinations

Possible career applications

- Professions requiring analysis and evaluation skill sets, whether written or oral
- Research Analyst
- Consulting
- Diplomat/International Relations
- Lawyer
- Medical Practitioner
- Editor
- Media and Communications Officer
- Policy Developer
- Linguist
- Technical Writer
- Speech Pathologist

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Year 10 2026 Subject Guide

Humanities

Year 10 Law and Politics

Overview

Law and Politics will provide students with a comprehensive understanding of the Australian criminal and civil justice systems. Students will explore the role of police officers in investigating crimes, the use and significance of evidence, and the roles of lawyers, judges, juries, and the courts in the prosecution and trial of criminal and civil cases.

Students will also learn about Australia's role in the global community and the extent to which Australia has cooperated or opposed global cooperation. There will also be an opportunity to study different governments and political systems and analyse current contentious issues in global politics such as terrorism, people movement, arms control and disarmament or the environment.

Students will develop critical thinking skills that will enable them to actively participate in social and political conversations. They will be equipped to analyse and evaluate the world around them, helping them contribute to positive societal change.

Skills to be developed

- To understand what is involved in proving a criminal and civil case
- The roles of key legal personnel
- Australia's role as a global system
- Australia's involvement in the UN
- Global crises: terrorism, people movement arms control and disarmament or the environment.

Assessment tasks

- Short-answer questions
- Extended response questions
- Case study responses
- Written examinations

Possible career applications

- Criminologist
- Police Officer/Detective
- Journalist
- Politician
- Teacher/Lecturer
- Intelligence Officer
- Employee Relations
- Human Resources Manager
- International Relations
- Lawyer (Solicitor/Barrister)
- Media and Communications
- Mediator
- OH&S/Compliance
- Policy Development
- Research Analyst

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Year 10 2026 Subject Guide

English

Year 10 Literature

Overview

This course is an introduction to Literature as a distinct subject within the English Faculty. It is different to the standard English course in that it features a variety of contemporary novels, plays, poems and short stories, as well as allowing students the opportunity to respond in a variety of forms.

Students will study the ways in which authors use specific techniques in order to produce various types of writing. They will also gain an understanding of how the place in which an author writes can influence the production and reception of texts.

Students will explore the critical receptions of a text, analysing the different perspectives that readers use when reading a written text.

The class will study film and television adaptations of a text, exploring how the form and meaning of a written text changes when it is adapted into a visual medium.

Students will also develop their creative writing skills, analysing the particular writing style of an author and then using that knowledge to write their own creative pieces.

Skills to be developed

- Analysis of authorial techniques
- Analysis of visual representations in film
- Analysis of critical receptions of texts
- Creative writing

Assessment tasks

- Passage analysis
- Adaptation analysis
- Creative writing
- Examination

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Year 10 2026 Subject Guide

Mathematics

Year 10 Mathematics (incl. Extension)

Overview

The Year 10 Mathematics/Year 10 Extension Mathematics course is based on the Victorian Curriculum course and is designed as a prerequisite to studying Mathematical Methods Units 1 and 2. Each topic includes the introduction and reinforcement of numeracy skills and concepts that form the basis for the study of Mathematics.

Students continue to build their understanding of Mathematics through the study of various topics. Each topic includes the introduction and reinforcement of numeracy skills and concepts of one or more of the six content strands from the Victorian Curriculum: Number, Algebra, Measurement, Space, Statistics and Probability. Within each topic, students will explore questions covering the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

The Extension class includes a focus on deeper understanding of Mathematics and provides opportunities for students to explore more complex and abstract problems and their varying mathematical solutions.

Skills to be developed

- Trigonometry
- Linear algebra
- Indices and surds
- Quadratics
- Measurement and geometry
- Parabolas and other graphs
- Probability and statistics
- Logarithms and polynomials

Assessment tasks

- Assigned coursework
- Quizzes
- Topic tests
- Examinations

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Creative and Performing Arts

Year 10 Media

Overview

Students will build upon their understanding of Media through the exploration of media products as well as design and create their own. Students will also develop their critical thinking and practical skills through their study and production of Media.

In the 'Film Analysis' unit, students learn from a range of genres, such as Sci-Fi, Sports or Super Heroes through studying media texts and codes and conventions related to the specific genre and audience.

In the 'Media Forms in Production' unit, students will demonstrate their understanding of genre by producing their own media products such as: film production, photography, podcasts, print, animation and social media. Students develop their skills through pre-production, production and post-production tasks and projects.

Students will undertake individual and group projects that build an understanding of how the media influences our identity and impacts upon us as an audience.

This course is a combination of analysis and production, and will be well suited for students with a solid literacy foundation.

Skills to be developed

- Media language used to convey messages to audience
- The technologies which are essential for producing, accessing and distributing media
- The various institutions that enable and constrain media production and use
- The audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals
- The constructed representations of the world, which rely on shared and disputed social values and beliefs.

Assessment tasks

- Production tasks and projects
- Written responses and analysis
- Common Assessment Tasks
- End of year examination

Possible career applications

- Film and Television Industry
- Journalism
- Marketing and Publishing
- Communications
- Public Relations
- Advertising
- Market Research
- Event Manager

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Year 10 2026 Subject Guide

Creative and Performing Arts

Year 10 Music Performance

Overview

Year 10 Music Performance is a wonderful opportunity for students to continue their passion for instrumental music. This semester course is designed for students who learn a musical instrument or study voice and are interested in developing their instrumental, ensemble and performance skills.

Over the course of the semester, students will prepare for a 15 minute performance with the support and guidance from instrumental and classroom teachers, along with a piano accompanist.

Students participate in a weekly workshop class where they perform solo or in small groups in preparation for their recitals. Students keep a journal to track their challenges and progress.

Continual study of music language skills (theory and aural) along with the analysis of musical excerpts will strengthen students' musical knowledge and skills.

Ensemble skills are vital in developing a well-rounded musician, therefore students will form small ensembles and learn skills in planning for rehearsals and ensemble communication across a variety of musical genres.

Skills to be developed

- Notating music theory
- Recognition of aural concepts
- Analyzing a musical excerpt using the elements of music
- Performance conventions
- Practice strategies
- Choosing technical work to support their instrumental development

Assessment tasks

- Music language worksheets and tests
- Composition task
- End of term performance recitals
- End of semester performance evening
- End of semester written exam
- Ensemble participation

Possible career applications

- Audiovisual Technician
- Conductor
- Composer
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer

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Year 10 2026 Subject Guide

Science

Year 10 Physics

Overview

The Physics elective is made up of two topics: ‘How do forces act on structures and materials?‘ and ‘How do heavy things fly?’

In ‘How do forces act on structures and materials?‘, students study materials and structures, focusing on what makes something strong and suitable for certain builds. The students then design and build a model bridge to reinforce the concepts that they have covered. In addition, students develop skills and understanding of the Fusion 360 software program. Students learn how to use the software through completing a series of designs and in doing so, develop skills and understanding of the sketch and design environments within the program. They develop their own designs and look at how these designs can be made a reality through 3D printing.

In ‘How do heavy things fly?‘, students model the forces acting on an aircraft in flight and learn to analyse how aerodynamic changes in the design can affect these forces. The unit gives the students another opportunity to refine their design skills in Fusion 360, and allows them to put theory into practice, by designing their own wings and testing them in an air tunnel.

Skills to be developed

- Problem solving
- Working collaboratively
- Working creatively
- Designing innovative solutions to problems
- Building
- Computer-Aided-Design (CAD)
- Analysing data
- Project management
- Connecting scientific theory with observations

Assessment tasks

- Practical reports
- Design and building tasks
- Design presentations
- Topic tests
- End of semester examination

Possible career applications

- Environmental Engineer
- Pilot
- Civil Engineer
- Construction/Project Manager
- Industrial Engineer
- Network/Computer Analyst

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Year 10 2026 Subject Guide

Science

Year 10 Psychology

Overview

Psychology is a rapidly growing field, and there are many different areas of specialisation. These include: sports psychology; organisational psychology; counselling psychology; developmental psychology; clinical psychology; and forensic psychology.

Students who choose Year 10 Psychology have the opportunity to experience the subject and explore whether they would like to continue in the subject as a VCE student. VCE Psychology is the third largest subject in Victoria and its popularity and relevance continues to increase.

This is a one-semester study, which focuses on the study of the human brain and behaviour covering the following topics:

- Psychology as a Science
- Ethics
- Mental health
- Sleep
- Addiction
- Helping behaviour

Skills to be developed

- Key science skills
- Application of psychological theory
- Critical thinking
- Drawing evidence-based conclusions
- Evaluating data

Assessment tasks

- Practical reports
- Media analyses
- Topic tests
- End of semester examination

Possible career applications

People-oriented careers such as:

- Criminologist
- Human Resource Manager
- Lawyer
- Marketing Manager/Advertising
- Medical Professional
- Psychologist
- Politician
- Social Worker
- Teacher

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Year 10 2026 Subject Guide

Science

Year 10 Science

Overview

Students continue to build their understanding of Science through exploration of several topics. In all of these topics, the development of students' practical work and inquiry skills are a focus, especially leading into VCE Sciences.

There are three main units of focus for the year:

Chemistry Unit: students consolidate their understanding of atoms, ions and balancing equations. They investigate different types of reactions and how reaction rate can be increased.

Physics Unit: students investigate the motion of objects through calculation of velocity and acceleration. They learn and apply Newton's three laws of motion to different scenarios and design their own practical activity to explore these.

Biology Unit: students learn about inheritance and how DNA is passed from parents to offspring. These processes are investigated further by looking at cells under a microscope.

Skills to be developed

- Scientific writing
- Working collaboratively
- Drawing evidence based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations
- Understanding models and using them as tools to make predictions

Assessment tasks

- Quizzes
- Practical reports
- Topic tests
- End of semester examination

Possible career applications

- Dentist
- Health Information Manager
- Health Promotion/Policy
- Medical Practitioner
- Medical Scientist
- Nurse
- Nutritionist
- Pharmacist
- Radiographer

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Humanities

Year 10 The Second World War

Overview

The Second World War sees students delve into the military history of Australia and the world from 1918 to 1945, with an emphasis on Australia in its global context. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation of the period provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Students investigate the causes of World War II and the reasons why Australians enlisted to go to war; significant places where Australians fought and their perspectives and experiences in these places; noteworthy events, turning points of World War II and the nature of warfare, including the Holocaust and use of the atomic bomb; and the effects of World War II with a particular emphasis on the changes and continuities brought to the Australian home front and society.

Skills to be developed

- Use questions to shape historical inquiry into the events of World War II
- Explain the historical significance of the treaties which ended World War I
- Explain continuity and change in the period of 1918 to 1945
- Compare attitudes, beliefs and values of ideologies of the period
- Analyze perspectives of people from the period on political and economic change as reflected in primary sources
- Compare historical interpretations of the impacts of World War II

Assessment tasks

- Short-answer tests
- Topic tests
- Research projects
- Presentations
- Examinations

Possible career applications

- Economist/Commercial Careers
- Employee Relations
- Journalism
- Lawyer
- Policy Development
- Public Relations
- Research Analyst

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Creative and Performing Arts

Year 10 Visual Communication Design

Overview

Year 10 Visual Communication and Design (VCD) is a subject that builds on the foundational skills of Year 9 and prepares students for the rigour of VCE.

In Message Design, students dive deep into the world of graphic design by developing a comprehensive communication campaign. The focus is on mastering the art of typography, layout, and visual hierarchy to create powerful and effective messages.

Industrial and Packaging Design advances on object design by integrating the product with its packaging. Students are tasked with designing a functional and aesthetically considered product and then developing innovative packaging that protects, informs, and persuades the consumer.

Environmental Design focuses on the field of residential design. Students will design a complete residential dwelling, considering both the interior layout and the surrounding landscape.

Year 10 VCD refines students' creative and technical abilities, pushing them to think and work like professional designers. By completing projects across communication, industrial, and environmental fields, students will build a strong, diverse portfolio and develop a methodical design process.

This subject provides an excellent and highly recommended pathway for success in VCE VCD and future creative careers.

Skills to be developed

- Adobe (Illustrator, Photoshop, Fresco) and Autodesk (Fusion 360, CAD) Suites
- Designing multi-platform communication campaigns
- Creating technical drawings for product and packaging
- Considering user needs and sustainable materials
- Producing 3D models and physical mock-ups
- Designing functional and engaging interior and exterior spaces
- Integrating landscape and garden design principles

Assessment tasks

- Folios
- Class critique presentations
- Topic tests
- Formal end of semester examination

Possible career applications

- Architect
- Interior Designer
- Landscape Architect
- Urban Planner
- Industrial Designer
- Product Designer
- 3D Modeler/Digital Artist
- Graphic and Web Designer
- UI/UX (User Interface/User Experience) Designer
- Marketing and Advertising Professional
- App Developer

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Humanities

Accounting Units 1&2

Each unit is completed over a semester.

Overview

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information. This is completed using both manual methods and information and communications technology (ICT).

This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Collection and sorting of financial and non-financial data
- Classification of financial data
- Recording and reporting of financial data
- Analysing data and providing advice to business owners
- Critical thinking

Assessment tasks

- Topic tests
- Practical reports
- Examinations

Possible career applications

- Accountant
- Actuary
- Auditor
- Finance Manager
- Financial Planner
- Investment Analyst
- Liquidator and Receiver
- Stockbroker
- Systems Accountant
- Treasurer

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Science

Biology Units 1 & 2

Each unit is completed over a semester.

Overview

This course introduces students to cell theory where the cell as the functional unit of life is examined from single-celled to multicellular organisms. The requirements needed for sustained cellular processes, multicellular organism adaptations, digestive system anatomy, homeostatic mechanisms and cellular reproduction strategies are explored. Students also learn to use chromosome theory from classical genetics to interpret and predict genetic outcomes using well established rules for genetic inheritance.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Microscope and cell preparation techniques
- Scientific writing
- Conducting investigations
- Collecting and analysing data; relating this to studied theories
- Drawing evidence-based conclusions
- Planning investigations
- Developing research questions
- Ability to apply biological knowledge to unfamiliar and complex biological systems

Assessment tasks

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Extended investigation
- Examinations (mid-year and end of year)

Possible career applications

- Anatomist
- Biochemist
- Biotechnologist
- Ecologist
- Geneticist
- Immunologist
- Marine Biologist, Molecular Biologist
- Microbiologist
- Physiologist
- Physiotherapist
- Sports Scientist
- Virologist
- Zoologist

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Humanities

Business Management Units 1&2

Each unit is completed over a semester.

Overview

In Units 1 and 2, students explore how business ideas are developed and influenced by internal and external environments. They examine the establishment phase of a business, including legal requirements, staffing, marketing, and financial record keeping. Using real-world case studies, students analyse key management practices and gain insight into the role of entrepreneurship and business in driving economic and social wellbeing, at both a local and national level.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Developing research questions
- Research and analyse case studies and contemporary examples of business management
- Apply business management knowledge to practical or simulated business situations.
- Identify business opportunities
- Define, describe and apply relevant business management concepts and terms
- Acquire, record, interpret and share business information and ideas
- Explain the benefits and costs of corporate social responsibility management practices
- Develop and construct business plans
- Discuss the decisions made in response to the internal factors that affect a business

Assessment tasks

- Quizzes
- Topic tests
- Examinations

Possible career applications

- Advertising Executive
- Brand Manager
- Business Systems Analyst
- Employee Relations Manager
- Finance Manager
- Human Resource Manager
- Logistics and Supply Chain Manager
- Marketing Manager
- Public Relations Officer
- Risk and Compliance Officer

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Languages

Chinese First Language Units 1&2

Each unit is completed over a semester.

Overview

The study of VCE Chinese First Language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Ability to use Chinese to communicate with others
- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understanding and appreciation of their own and other cultures
- Understanding of language as a system
- Potential to apply Chinese to work, further study, training or leisure

Assessment tasks

- Tests
- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Possible career applications

- International Business Manager
- International Finance
- International Relations/Diplomacy
- Investment Analyst
- Language Teacher
- Lawyer (International law)
- Linguist
- Translating and interpreting
- Travel Consultant

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Year 10 2026 Subject Guide

Accelerated

Languages

Chinese Second Language Advanced Units 1 & 2

Each unit is completed over a semester.

Overview

The study of VCE Chinese Second Language Advanced contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity.

By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Learn about language as a system and themselves as language learners
- Understand and appreciate the cultural contexts in which Chinese is spoken

Assessment tasks

- Tests
- Oral presentation, conversations and discussion
- Listening and responding
- Reading and responding
- Text analysis in Chinese
- Written responses in Chinese

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- Hotel Manager
- International Business Manager
- International Relations/Diplomat
- Interpreter
- Language Teacher
- Lawyer (International law)
- Linguist
- Travel Consultant

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Humanities

Classical Studies Units 1&2

Each unit is completed over a semester.

Overview

A multidisciplinary subject, Classical Studies is the study of the cultural material of ancient Greece and ancient Rome whose seminal works continue to influence our Western civilisation.

A knowledge of the ancient world provides great insight and training for a plethora of other subjects, whether scientific or artistic. In fact, Classical Studies is one of the best subjects for acquiring transferable skills for life beyond school, since students gain career flexibility by developing skills in research, writing, critical analysis and communication.

By studying classical works of ancient Greece, students will explore the composition and nature of ancient Greek society spanning from the Bronze Age through to the Classical period during the 5th Century BC.

In Unit One (Mythical Worlds), students will explore the nature of ancient Greek myth, with its assortment of supernatural beings, heroes and legacies, followed by a study of archaeological sites such as Troy, Knossos, Pompeii, Herculaneum and Delphi. In Unit Two (Classical Worlds), students will examine the aspects of ancient Greek society itself: the ideas, cultural beliefs and social customs, as well as landmark events including the Persian Wars and Peloponnesian Wars.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Written expression
- Textual analysis
- Critical analysis
- Public speaking
- Construction of arguments
- Evaluation and comparison skills
- Persuasion and rhetoric skills
- Research and communication skills

Assessment tasks

- Short-answer tests
- Area of study tests
- Oral presentations
- Extended response questions
- Research essay
- Semester examination

Possible career applications

- International relations
- Lawyer
- Journalist
- Consultant
- Diplomat
- Political Scientist
- Education
- Research Analyst
- Publisher

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Year 10 2026 Subject Guide

Accelerated

Humanities

Economics Units 1 & 2

Each unit is completed over a semester.

Overview

Unit 1: Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions. Students also investigate the motivations and consequences of consumer and business behaviour.

Unit 2: Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Define key economic concepts and terms and use them appropriately
- Apply economic theory to make economic predictions
- Gather and synthesise information from a wide range of sources to assess the effect of economic decisions on relevant stakeholders
- Construct, interpret and apply economic models to analyse the consequences of economic decisions
- Investigate and evaluate alternative viewpoints on economic issues

Assessment tasks

- Quizzes
- Topic tests
- Examinations

Possible career applications

- Auditor
- Commodities Trader
- Company Secretary
- Data Scientist
- Economist
- Financial Planner
- Importer/Exporter
- Investment Analyst
- Market Researcher
- Parliamentarian

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Year 10 2026 Subject Guide

Accelerated

Humanities

Geography Units 1&2

Each unit is completed over a semester.

Overview

Geography Units 1 & 2 enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. Unit 1 examines natural hazards across both a global and national scale, particularly focusing on earthquakes and bushfires. Unit 2 explores tourism, assessing and evaluating the impact of tourism on people, places and the environment. Both units contain days of fieldwork, allowing students to apply their knowledge to real life contexts outside of the classroom.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Development of a sense of wonder and curiosity about people, culture and environments throughout the world
- Development of knowledge and understanding of geographic phenomena
- An understanding of the complexity of natural and human-induced geographic phenomena
- The analysis of information and a capacity to make informed judgments and decisions about geographic challenges
- Ability to plan an effective fieldwork sequence for a chosen hypothesis

Assessment tasks

- End of topic tests
- Group presentations
- Fieldwork reports
- Research projects and case studies

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Conservation Officer
- Engineer
- Environmental Scientist
- Forester
- Geographic Information Systems Officer
- Geologist
- Land and Property Economist
- Surveyor
- Urban and Regional Planner

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Health, Wellbeing and Physical Education

Health & Human Development Units 1&2

Each unit is completed over a semester.

Overview

Students are introduced to health, wellbeing and illness in Australia and the various factors that can impact, both positively and negatively. Students have a particular focus on youth and early adulthood, looking into attitudes and practices across the nation and have the opportunity to pursue a particular area of interest in further detail.

Students also learn about the Australian healthcare system and various initiatives designed to promote health for all. Students further extend their capacity to investigate the challenges and opportunities presented by emerging health technologies such as artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Analyse and describe different dimensions of health and wellbeing
- Analyse data to describe and evaluate the current health status of populations
- Use research and data to identify social inequality and areas for improvement in youth health and wellbeing
- Discuss the long-term impact of ill health on an individual and community.
- Evaluate and create initiatives designed to promote health and wellbeing
- Analyse the role of organisations promoting the health of individuals and communities.
- Research and investigate issues surrounding emerging health procedures and technologies

Assessment tasks

- Quizzes
- Visual or digital presentation
- Case studies
- Data analysis tasks

Possible career applications

- Audiologist
- Dietitian/Nutritionist
- Health Information Manager
- Health Promotion Practitioner
- Occupational Therapist
- Optometrist
- Osteopath
- Psychologist
- Speech Pathologist

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Humanities

Legal Studies Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

In Unit 2, students undertake a detailed investigation of two criminal cases and two civil cases from the past four years. They will then form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Define key legal terminology
- Research and analyse relevant information about the sources and types of laws
- Explain the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals
- Classify a law based on its source and type
- Assess whether a law is effective
- Explain the relationship between parliament and the courts, using examples
- Justify the existence of the Victorian court hierarchy
- Apply legal reasoning and principles

Assessment tasks

- Short answer questions
- Extended response questions
- Case study responses
- Written examinations

Possible career applications

- Criminologist
- Police Officer/Detective
- Journalist
- Politician
- Intelligence Officer
- Human Resource Manager
- International Relations
- Lawyer (Solicitor/Barrister)
- Media and Communication
- Mediator
- OH&S/Compliance
- Policy Development

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Mathematics

Mathematical Methods Units 1&2

Each unit is completed over a semester.

Overview

This subject is designed to prepare students to study Mathematical Methods Units 3 & 4. It is rigorous and academic in nature and builds on a number of key topic areas tackled previously. Linear, quadratic and trigonometric functions are dealt with in a more formal and abstract manner. Algebraic manipulations are consolidated in the context of a number of new areas of study like logarithmic functions and calculus.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Linear and quadratic relations
- Gallery of graphs
- Functions and relations
- Transformations
- Polynomials
- Rates of change
- Probability
- Exponential and logarithmic functions
- Circular functions
- Differentiation
- Counting and sampling

Assessment tasks

- Topic tests
- Quizzes
- Modelling tasks and investigations
- Examinations

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Creative and Performing Arts

Media Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1 (Media Representations) students will develop their understanding of how media representations in a range of media products and forms from different periods of time, locations and contexts are constructed, distributed, engaged with, consumed and read by audiences. They will learn to use the media production process to design, produce, and evaluate media representations for specified audiences in a range of media forms. Students analyse how the structural features of Australian fictional and non-fictional narratives, in two or more media forms, engage and are consumed and read by audiences.

In Unit 2 (Narrative, Style and Genre) students will analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms. Students will apply the media production process to create, develop and construct narratives. Students will discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Media literacy
- Critical and analytical thinking skills
- Creativity and expression in media production
- Communication skills
- Collaboration through working in teams
- Applying technical skills and knowledge

Assessment tasks

- Audiovisual or video sequences
- Photographs, print layouts or posters
- Presentations using digital technologies
- Short and long answer written responses
- Oral reports
- Tests
- Examinations

Possible career applications

- Film Production
- Journalism
- Animation
- Communications
- Media
- Marketing
- Screen Writing

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Humanities

Modern History Units 1&2

Each unit is completed over a semester.

Overview

Unit 1: Change and Conflict focuses on the political, economic, social and cultural environment between the late nineteenth century and 1939 that saw the Second World War emerge. The rise of militaristic nation states is considered through the history of Japan and Germany, back to the Meiji restoration and German unification respectively. Russia provides a valuable point of contrast with its ideological Utopian ideals, immediate economic and military threats, and attempts to create the world's first socialist society.

Unit 2: The Changing World Order looks at the post-1945 period focusing on the origins and nature of the Cold War, decolonization and nationalist independence movements. This will include the Vietnam wars, both France's First Indochina War 1946-1954 and the US-led Second Indochina War 1955-1975. Students also focus on terrorism campaigns and regional conflicts, including FLN (Algeria), Al Qaeda, the Gulf Wars and Wars in Afghanistan.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Construct arguments using primary sources and historical interpretations as evidence
- Evaluate historical significance of events
- Use questions to inform historical inquiry and conduct research
- Explain the ideological beliefs and values in primary sources
- Compare historical interpretations of historians

Assessment tasks

- Essays
- Extended responses
- Research reports
- Source analysis tasks

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Lawyer
- Librarian
- Policy Analyst
- Policy Development
- Publisher
- Research Analyst

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Creative and Performing Arts

Music Units 1&2

Each unit is completed over a semester.

Overview

In Music, students focus on 'Organisation of Music' in Unit 1 and 'Effect of Music' in Unit 2. Students present performances of selected solo and ensemble repertoire culminating in a 15–20 minute recital at the end of each semester. Students participate in weekly workshop classes to practice their repertoire, including working in collaboration with each other and/or an accompanist. Students focus on improving their performance and musicianship skills by identifying strengths and weaknesses in their performance and selecting exercises that aim to consolidate and refine their command of instrumental and presentation techniques.

Students will draw on the expressive elements of music to analyse and compose music in a variety of styles and genres. Throughout each unit, students also study aural and theory concepts in order to develop their musicianship skills, and apply this knowledge when preparing and presenting performances.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Learning, practising, interpreting and rehearsing a program of solo and ensemble works
- Developing strategies and approaches to address individual technical challenges and optimise performance
- Using the expressive elements to analyse and compose music in a variety of styles and genres
- Studying aural and theory concepts to develop musicianship

Assessment tasks

- End of semester recital
- Weekly tasks from theory workbook
- Music language tests (aural and written)
- Composition
- End of semester written examination

Possible career applications

- Audiovisual Technician
- Composer
- Conductor
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Science

Physics Units 1 & 2

Each unit is completed over a semester.

Overview

This course introduces students to heat, heat flow, temperature and internal energy. There is also an investigation of electricity, its use in the home and circuit analysis, as well as an introduction to magnetism and electrostatic forces. In addition, there is an exploration of radioactivity, the origin of atoms and subatomic particles, and the development of in-depth understanding of Newton's laws of motion, forces and mechanical interactions.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions
- Using mathematical formula and relating those formula to experimental observations
- Connecting models of physics with observable phenomena

Assessment tasks

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Designing and conducting an extended investigation

Possible career applications

- Architect/Naval Architect
- Biotechnologist
- Engineer
- Materials Scientist
- Medical Scientist
- Meteorologist
- Nanotechnologist
- Patent Examiner
- Physicist
- Surveyor

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Humanities

Politics Units 1&2

Each unit is completed over a semester.

Overview

In Unit 1, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to resolve conflicts, issues and crises.

In Unit 2, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and study a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors influence democracy.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Explaining key features of political theory
- Using contemporary examples and case studies
- Analysing the power and influence of political actors
- Developing explanations, arguments and points of view
- Evaluating political issues

Assessment tasks

- A political inquiry
- Analysis and evaluation of sources
- A multimedia presentation
- A political debate
- A political simulation
- A political brief
- Extended responses
- Short-answer questions
- An essay
- Examinations

Possible career applications

- Lawyer/Barrister
- Intelligence Officer
- International Relations
- Journalist
- Policy Analyst/Developer
- Parliamentarian/Advisor
- Teacher
- Product Design and Technology

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Health, Wellbeing and Physical Education

Physical Education Units 1&2

Each unit is completed over a semester.

Overview

In this subject, students examine the systems of the human body and how they translate into movement. Through practical activities, they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways. Students investigate the role and function of the main structures of each system and how they respond to physical activity, sport and exercise.

Using a contemporary approach students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the body systems and how sport and physical activity form part of society.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Participate in a range of physical activities, sports and exercise
- Perform, observe and analyse a variety of movements used in physical activity, sport and exercise to explain the interaction between bones, muscles, joints and joint actions responsible for movement
- Investigate and evaluate a range of performance-enhancing practices
- Conduct investigations and collect data
- Perform, measure and report on changes to the cardiovascular and respiratory systems at rest compared with exercise
- Identify contemporary issues associated with participation in sport/physical activity

Assessment tasks

- Quizzes
- Topic tests
- Research projects
- Practical reports
- Examinations

Possible career applications

- Exercise Physiologist
- Exercise Scientist
- Facilities Manager
- Nutritionist/Dietician
- Outdoor Education Specialist
- Paramedic
- Physiotherapist/Sports Medicine
- Sports Manager
- Sportsperson

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Science

Psychology Units 1&2

Each unit is completed over a semester.

Overview

The aim of this course is to introduce students to the concepts that influence human behaviour and mental processes. Areas of study include influences on:

- Development across the lifespan with a focus on cognitive and emotional development
- Contributing factors to mental health and wellbeing
- The functioning of the brain and nervous system both in normal healthy people and when brain damage occurs
- Visual and taste perception
- Individual and group behaviour with a focus on attitude formation, power, obedience and conformity

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Connecting psychological theory to examples of human and animal behaviour observable in everyday examples
- Developing research questions
- Planning investigations
- Conducting investigations and collecting data
- Analysing data and relating this to studied theories
- Drawing evidence-based conclusions

Assessment tasks

- Topic tests
- Practical reports
- Designing and conducting an extended investigation
- End of semester examinations

Possible career applications

- Each unit is completed over one semester.
- Counsellor
- Criminologist
- Human Resources Manager
- Media and Communication
- Occupational Therapist
- Psychologist
- Public Relations Manager
- Research Analyst
- Social Worker
- Teacher

BRIGHTON GRAMMAR

Year 10 2026 Subject Guide

Accelerated

Creative and Performing Arts

Visual Communication Design Units 1&2

Each unit is completed over a semester.

Overview

In the Finding, Reframing and Resolving Design Problems Unit, students are introduced to the core VCD design process through a human-centred approach. They learn to use research to identify design problems, understand stakeholder needs, and prepare a formal design brief. Practical work focuses on communication design (like branding) and industrial design (like product development), while exploring visual language, sustainability, and how to give and receive constructive feedback through design critiques.

In the Design Contexts and Connections Unit, students apply the complete design process to more complex projects. The focus shifts to environmental design, such as architecture and interior spaces, and interactive design, exploring user experience (UX). Students learn to create designs that are not only functional but also emotionally engaging by drawing inspiration from historical and cultural sources. A significant part of this unit also involves studying culturally appropriate practices, including protocols for using Indigenous knowledge and understanding intellectual property rights.

Prerequisites

See page 5 for acceleration criteria.

Skills to be developed

- Applying the VCD Design Process
- Human-Centred Problem Solving
- Versatile Design Creation
- Technical and Digital Visualisation
- Professional Communication
- Ethical and Cultural Practice

Assessment tasks

- Folio
- Outcome based summary tests
- Class Pitch Presentations
- Formal end of unit examination

Possible career applications

- Architect
- Interior Designer
- Landscape Architect
- Urban Planner
- Industrial Designer
- Product Designer
- Graphic and Web Designer
- UI/UX (User Interface/User Experience) Designer
- Marketing and Advertising Professional
- App Developer