

Anglican Grammar  
**Hume**



2019  
CURRICULUM GUIDE  
FOR  
YEAR 9

 let your colours shine

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## Year 9 Course Overview

The Year 9 curriculum at Hume Anglican Grammar aims to strike a balance between building on the foundations established in Years 7 and 8 and encouraging students to pursue their interests by taking an increased responsibility over their curriculum. Students in Year 9 continue to undertake lessons in the core subject areas of English, Mathematics, Science and Humanities as prescribed by the Australian Curriculum. Further, Health and Physical Education and Religious and Values Education are compulsory for all students in Year 9. These core and compulsory subjects are now supported in exploring areas of their interest through extensive elective choices. To this end, students choose two electives per semester. It is important that students gather information about their choices and select subjects based on interest, strengths and future goals and NOT on teachers, friends or perceived 'easiness' of the subject.

A general Year 9 course will follow the structure below:

Semester 1	English	Mathematics	Science	HPE	Humanities	RAVE	Elective 1	Elective 2
Semester 2	English	Mathematics	Science	HPE	Humanities	RAVE	Elective 1	Elective 2

All students at Hume Anglican Grammar follow a ten-day timetable that consists of five sixty minute periods per day. A full ten-day span is called a cycle. Following is a summary of the lesson allocations for each subject in Year 9:

English	8 periods per cycle
Mathematics	8 periods per cycle
Science	7 periods per cycle
Humanities	7 periods per cycle
Health & Physical Education	4 periods per cycle
RAVE*	2 periods per cycle
Electives x 2	12 periods per cycle (6 periods each)

\*A pastoral care program is delivered extended Homeroom sessions, Chapel and Assembly.

## Subject Selection Process

The following is a summary of key events in the subject selection process for Year 9.

Date	Action	Personnel/ Contact
Week 2 Tuesday 24 July	Carefully read the Curriculum Guides available online	See 'Contacts' page
Week 2 Thursday 26 July	Attend Subject Selection Expo for detailed information, 6pm-8pm	Mrs Lydia Abendschein Heads of Learning Careers Counsellor
Week 3 Friday 3 August	Web Preferences open online	Mrs Lydia Abendschein
Week 5 Friday 17 August	Web preferences close. Submit receipt printout to Secondary Reception	Mrs Lydia Abendschein

## Core Subject Information

### ENGLISH

#### OVERVIEW:

English is structured around three core strands, language, literacy and literature. Together these strands enable students to have greater skills and knowledge of speaking, listening, reading and writing. Texts and language are central and essential concepts. This means that the focus of English is on both the analysis and interpretation of texts and the creation of them. The use of language is purposeful and built around an understanding of linguistic concepts. Students learn to appreciate, enjoy and use language; developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. The English course seeks to build upon the key skills and knowledge developed in previous year levels.

#### DURATION:

This subject runs for TWO semesters

#### EDUCATIONAL OBJECTIVES:

Students learn to:

- Participate in dynamic and inquisitive classrooms, in activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding arguments
- Read increasingly complex and sophisticated texts that challenge them to interact with literature as a reflection of our world, developing and elaborating on their opinions as a means of extending inferential and critical thinking and evaluative skills
- Understand how to use a variety of language features to create different levels of meaning
- Understand how interpretations can vary by comparing their responses to texts to the responses of others
- Demonstrate how manipulating language features and images can create innovative texts
- Create texts that respond to issues, interpreting and integrating ideas from other texts
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

#### TOPICS OF STUDY:

- Text studies – a range of: novels, plays, short stories, documentaries, films, poetry and other multimodal texts
- Argument and language analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations

#### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- Text analysis essays
- Comparative writing tasks
- Writing folio pieces
- Argument and language analysis tasks
- Oral presentations
- Creative writing tasks
- End of semester examinations

## HUMANITIES

### OVERVIEW:

Humanities is the study of human societies, environments, people and their cultures in the past and the present. Humanities (History, Geography, Economics and Business and Civics and Citizenship) provides a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The study of Business and Economics introduces students to money management and financial risk. The study of Civics and Citizenship provides the knowledge and skills conducive to functioning as an active member of society. This includes elements of the study of Australia's legal system, tourism and finances.

### DURATION:

This subject runs for TWO semesters

### EDUCATIONAL OBJECTIVES:

- Chronology, terms and concepts
- Historical questionings and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication
- Investigative analysis of Issues
- Analyse data in various forms
- Economic reasoning and decision-making
- Explain patterns on the surface of the earth
- Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association
- Study of the physical and human environments from a spatial perspective

### TOPICS OF STUDY:

- Australian history – making a nation (settlement to 1918)
- Australia's legal system
- Identity & values
- Managing money
- Australia and Asia
- Biomes
- Tourism
- Food production

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Topic tests
- Historical text analysis response
- Practical exercises
- Oral presentations
- Short investigative projects
- Essays
- Annotated visual displays
- Fieldwork reports
- Research reports
- Multimedia presentations & posters
- End of semester examinations

## MATHEMATICS

### OVERVIEW:

Students explore new content in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands *Understanding*, *Fluency*, *Problem Solving and Reasoning* are an integral part of the mathematics content across these three content strands. They reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

### DURATION:

This subject runs for TWO semesters

### EDUCATIONAL OBJECTIVES:

By the end of Year 9, students should be able to:

- Solve problems involving simple interest
- Interpret ratio and scale factors in similar figures and explain similarity of triangles
- Recognise the connections between similarity and the trigonometric ratios
- Compare techniques for collecting data in primary and secondary sources
- Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data
- Apply the index laws to numbers and express numbers in scientific notation
- Expand binomial expressions
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment
- Sketch linear and non-linear relations
- Use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles
- Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes
- Construct histograms and back-to-back stem-and-leaf plots

### TOPICS OF STUDY:

- Financial mathematics
- Pythagoras' theorem
- Algebra
- Measurement
- Linear relationships
- Geometric reasoning
- Trigonometry
- Statistics and probability
- Non-Linear relationships and proportion

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Written skills and analysis tests
- Assignments/problem solving exercises and homework sheets
- End of semester examinations

## PHYSICAL EDUCATION

### OVERVIEW:

Students work towards developing proficiency in a range of high-level movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.

### DURATION:

This subject runs for TWO semesters

### EDUCATIONAL OBJECTIVES:

- Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active
- Students proficiently perform complex movement and manipulative skills and evaluate individual and group tactics, and movement patterns
- Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- They assume responsibility for conduct of aspects of a sporting competition in which roles are shared, and display appropriate sporting behaviour.

### TOPICS OF STUDY:

- Ultimate Frisbee
- Handball
- Badminton
- Australian Rules Football
- Soccer
- Lifestyle, leisure and recreation
- Games versus sports
- The Great Outdoors

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks during the Semester, these may include:

- Skills assessments
- Project work
- Tests

## RELIGIOUS AND VALUES EDUCATION (RAVE)

### OVERVIEW:

Religious and Values Education (RAVE) offers students the opportunity to examine a number of key aspects of personal and communal spiritual development. This includes studying the complex nature of human decision-making, forgiveness and suffering, ethics, the emotion and message of the Old Testament Psalms as well as a unit on the six major world religions, with a particular focus upon the Christian faith.

### DURATION:

This subject runs for TWO semesters

### EDUCATIONAL OBJECTIVES:

- Investigating the spiritual nature, historical stories and modern challenges of the six major world religions: Christianity, Hinduism, Judaism, Islam and Buddhism and Sikhism
- Consider the various influences on personal choices being made during adolescence, and how those choices affect one's spiritual identity
- Develop ideas of what it means to be a relational human being, interacting with others in our families, neighbourhoods and the wider world

### TOPICS OF STUDY:

- Living in a world of choice
- World Religions (the six major faiths)
- On being human
- How to know right from wrong
- Forgiveness
- Psalms from the Old Testament

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the year, these will include:

- Reflective Journal after a world religions tour and visit to the Salvation Army
- Worksheets
- Reflective article after the world religions tour
- Workbook assessment
- Composition of a personal psalm

## SCIENCE

### OVERVIEW:

The key learning area of science aims to help students develop an understanding of the physical world they live in and its place in the universe, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

### DURATION:

This subject runs for TWO semesters

### EDUCATIONAL OBJECTIVES:

- Become familiar with and be able to apply the language and fundamental concepts of science
- Develop, through laboratory work, manipulative skills and processes associated with sound scientific practice
- Use the experimental approach to problem solving
- Develop the skills and confidence to access, process and communicate information so that they may be scientifically informed and aware
- Build an understanding and appreciation of their world, so that they may develop a system of values in which they have great respect for and a commitment to nurture their world and living things
- Develop skills in analytical and critical thinking, so that they not only acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis, but also the skill of applying their key knowledge and key concepts to explain or predict new phenomena.

### TOPICS OF STUDY:

- Materials and the atom
- Chemical reaction types
- Heat, sound and light
- Electromagnetic radiation
- The brain and the nervous system
- Coordination and control
- Electricity
- Bacteria, viruses and disease

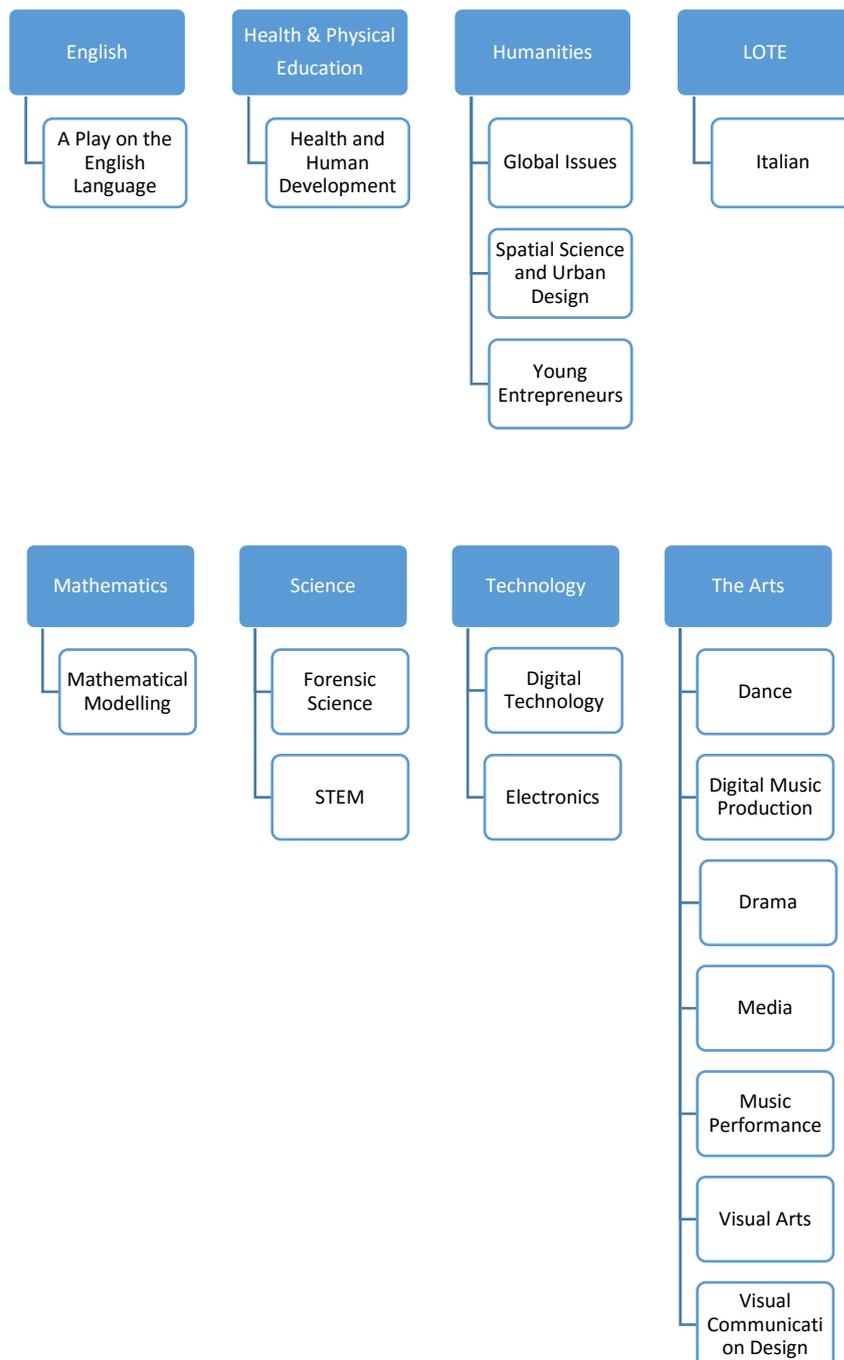
### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include

- Topic tests
- Practical reports
- Activity book assessment
- Projects and assignments
- End of semester examinations

## Elective Subject Information

A vital part of the progression of students towards their Victorian Certificate of Education in Years 11 and 12 is the provision of an elective program at Years 9 and 10. Electives permit students to try new subject areas and elaborate on skills already identified. Students choose two electives per semester.



## A PLAY ON THE ENGLISH LANGUAGE

### OVERVIEW:

*A play on the English Language* is structured around a study of English as a language including the systems that are central to this. Students will explore these systems and what function they have in the development and creation of meaning to the global language that is English. Students will have the opportunity to learn about the International phonetic alphabet and will visit a primary classroom to see phonetics in use before completing an investigative report of its use. Students will create their own word and deliver an oral commentary on its use in the English language. Students will explore poetry and its construction through semantic fields. Students will use this developing knowledge to understand why English has become a global language - from its origins to its rapid evolution and change, becoming increasingly familiar with the explicit elements of the language. Students will consider the needs and requirements of this language for its one billion users. They will also consider how English changes across cultures and varieties.

### DURATION:

This Subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

Students learn to:

- participate in dynamic and inquisitive classrooms, in activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding ideas about how language is constructed
- read and analyse a variety of spoken and or written texts identifying their language features such as verbs, adverbs, morphemes – root, bound and free, function and content words, affixation – prefix, suffix and infix.
- understand the differences between a clause, phrase and sentence
- explore a variety of sentence types such as declarative, interrogative, imperative and exclamative and the basic functions in clause structure such as subject, object, complement and adverbial.
- explore and experiment with semantic meaning, including the relationships between sign and meaning, the denotative meaning of words and the connotative meaning, semantic fields.
- examine the elements of discourse and how this is applied to the analysis of language, focussing on paralinguistic features of spoken language such as facial expression, gesture, body language and eye gaze in order to better understand the meaning of interactions.

### TOPICS OF STUDY:

- Phonetics
- Morphology
- Syntax
- Semantics
- Discourse

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- An investigative report
- A folio of annotated texts
- Short answer questions
- An analysis of spoken and or written texts
- An oral commentary

## DANCE

### OVERVIEW:

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of Dance in Year 9 allows students to use their bodies to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences. Students will develop a broad understanding and appreciation of dance through the inquiry of how different societies including Aboriginal and Torres Strait Islander people, incorporate dance into their culture. Dance naturally benefits the students as it lends itself to developing various key skills. Dance provides opportunities to build confidence through performance. Students develop communication, and problem solving skills through choreographic group work. The students are also required to demonstrate the ability to appreciate one's work in addition to peers, which develops the student's analytical and reflective skills.

### DURATION:

This Subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

Students learn to:

- use actions, dynamics and spatial elements
- use choreographic tools including responding to stimuli
- create and use dance motifs
- record the choreographic process
- develop understanding of musicality – including features of music
- perform a learnt choreography
- analyse and appreciate their own and others work; including professional performances

### TOPICS OF STUDY:

- Safe dance practice
- Unpacking the elements of dance
- Genre-specific movements for various styles e.g. Jazz dance, Hip Hop, Ballet
- Traditional, ritualistic, world dance e.g. Irish, African, Aboriginal, Polynesian
- Appreciation for dance through group presentation

### METHODS OF ASSESSMENT:

Making:

- Individual and group performance
- Individual and group choreography
- Technical skills and artistry

Responding:

- Explore, respond and interpret different dance works
- Evaluate their own & others success in expressing the choreographer's intentions
- End of semester examination

## DIGITAL MUSIC PRODUCTION

### OVERVIEW:

This is a practical course combining computer-based composition and audio editing skills with live production. Students will learn key music skills using a variety of media to create a variety of original musical works. In composition, students will use MIDI, audio recordings, and sampling techniques to develop their understanding of the elements of music and the properties of sound. In production, students will use stage equipment and technology, including mixing desks and lighting consoles to create live performance environments. They will undertake live sound engineering, stage lighting and programming and participation in performance events.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Students are able to set-up and manage a PA for a musical performance, including appropriate mixing and sound control
- Students are able to use relevant studio recording equipment to record various musical ensembles
- Students are able to use a location-based recording system to record live performances
- Students are familiar with a variety of Music software, being able to sample, manipulate and create musical compositions through this format.
- Students will explore the history and function of a variety of musical technologies
- Students will use digital music equipment, including MIDI controllers and DJ consoles.

### TOPICS OF STUDY:

- Technical skills assessment
- Aspects of technology impact and development
- Written assessment
- Performance production
- Composition
- Analysis and reflection

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include:

- Composition tasks using music technology software
- Written essay
- Weekly topics covering music theory and technology (history & function)
- Live performance of compositions
- End of semester examination

## DIGITAL TECHNOLOGY

### OVERVIEW:

Digital Technology explores the hardware and software that underpin electronic technology. Students will investigate programming and create their own program solutions using various languages such as Python and Visual Basic. Databases are the cornerstone of the digital world. Students will experience how databases run large companies and how they can create their own. Understanding how the internet works and how to create a website is crucial in the twenty first century. Students will design and develop web solutions for real world case studies.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Understanding binary systems and their digital technology underpinnings
- Understanding data and how to manage it
- Programming software solutions
- Designing and developing web site solutions
- Editing a range of data including digital images

### TOPICS OF STUDY:

- Investigating the role of hardware and software in managing, controlling and securing data
- The nature of data, compression and its role in information
- Qualitative and quantitative data collection, management and storage.
- Data Visualisation to demonstrate and address complex problems
- Solving real world problems
- Programming
- Web development

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Topic tests
- Assignments
- Problem solving tasks
- Regular homework tasks
- Projects
- Open-ended student guided tasks
- End of semester examination

## DRAMA

### OVERVIEW:

Now and in the future, drama supports those who are innovative thinkers, adept communicators and excellent team players. Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events. In Year 9 Drama, students will continue to build on their skills from Year 7 and Year 8 by participating in workshops in practical areas such as the dramatic elements, expressive skills, performance styles and exploring different dramatic ideas. Students will begin to explore the performance style of non-naturalism, by focusing on famous dramatists such as Artaud and Grotowski as well as the history and conventions associated with physical theatre. This course is designed for students who wish to develop confidence, self-discipline, creativity, team-work skills and cultural awareness. Its emphasis on personal development makes it of value to all students. This course is varied with a balance of individual and group activities.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Personal development
- Performance skills including role play, improvisation, scripted drama, characterization, rehearsal skills and storytelling through the elements of drama and theatrical conventions
- Group dynamics – decision making, responsibility, discussion skills, team work, negotiation and inclusivity
- Scriptwriting, directing, and other playmaking strategies including researching techniques
- Character exploration and analysis

### TOPICS OF STUDY:

- Workshops covering key understandings of theatrical conventions and elements of drama
- Intro to non-naturalism
- Physical theatre – Zen Zen Zo and Noh Theatre
- Surrealist drama
- Jerzy Grotowski's "Poor Theatre"
- Antonin Artaud "Theatre of the Cruelty"
- Stagecraft elements including lighting, makeup, sound

### METHODS OF ASSESSMENT:

- Participation in drama workshops
- Developing characters through playmaking
- Presenting work to an audience
- Developing drama techniques including expressive skills and performance skills
- Keeping of a drama journal evaluating class activities and personal growth (including Dream Diary)
- Analysing and reviewing a live performance
- Creative writing, research and analysis of drama
- End of semester examination

## ELECTRONICS

### OVERVIEW:

Electronics Technology aims to enable students to develop an understanding of the function of basic electronic components, simple circuits and their relationship to each other, whilst working with tools in a safe manner and environment. Students will develop an appreciation and understanding of the importance of electronic design. Students will analyse the appropriateness of using particular components, including new materials, for specific purposes relating to electronic devices and be able to follow a plan to produce a functioning product, using materials that are environmentally sustainable.

### DURATION:

This unit runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Safe working practices
- Identification of components and values
- Working individually or as part of a group
- Problem solving and communication
- Design and reading of circuit diagrams
- Soldering and tinning where needed

### TOPICS OF STUDY:

- Occupational Health and Safety in the workplace
- Electronic components and what they do
- Resistors and capacitors and their history
- Safe and correct use of a variety of hand and power tools

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include:

- Workbook assessments
- Theory assessments
- Class projects
- End of semester examination

## FORENSIC SCIENCE

### OVERVIEW:

Forensics is the term given to an investigation of a crime using scientific means. It is also used as the name of the application of scientific knowledge to legal matters. Forensics aims to introduce and develop students' skills, understanding and knowledge of scientific processes and their application to forensic science. The relationship between science, our environment, and our everyday world is crucial to each student's success.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Students will communicate scientific investigations and information clearly
- To design experiments by collecting data systematically, formulating questions and drawing conclusions
- Promote students' critical thinking skills in the context of scientific inquiry
- Develop the ability to apply logical thinking in different situations and find solutions to problems
- Maintain safe practices; work independently and collaboratively as appropriate
- Construct models and visual aids that demonstrate scientific ideas

### TOPICS OF STUDY:

- The history of scientific forensic techniques
- Different forensic professionals
- Types of physical and trace evidence
- Fingerprinting
- Crime scene analysis
- Ballistics
- Tool marks
- Blood splatter
- Forgery
- Chromatography
- Real-life case studies

### METHODS OF ASSESSMENT:

- Students will complete a variety of assessment tasks over the semester. These may include:
- Topic tests
- Practical reports
- Bookwork assessment
- Individual and group projects
- End of semester examination

## GLOBAL ISSUES

### OVERVIEW:

Global Issues is the study of contemporary issues that impact Australia and the rest of the world. The study of global issues will introduce students to the challenges faced by developing nations in improving living standards and alleviating poverty. It will also focus on global trade and its political and economic impact on the economy. Students will conduct research on the global distribution of income and the causes and implications of global inequality. Another topic of interest will be the effect of population movement and the implications on economic growth and the environment.

### DURATION:

This subject runs for ONE semesters

### EDUCATIONAL OBJECTIVES:

- Define key economic concepts and terms and use them appropriately
- Gather and interpret statistical data on the selected global issue/s
- Identify and discuss factors that influence the selected global issue/s
- Identify trends, patterns, similarities and differences in economic data and other information
- Evaluate the costs and benefits associated with action taken to address the selected global economic and political issue/s
- Access and synthesise information gathered from a range of sources and draw conclusions

### TOPICS OF STUDY:

- Economics concepts
- Living standards in Australia and the rest of the world
- Poverty and its impact on society
- Global trade and its political and economic implications
- Distribution of income and global income inequality
- Population growth and environmental concerns

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Oral presentations
- Short investigative projects
- Essays
- Annotated visual displays
- Research reports
- Multimedia presentations & posters
- End of semester examination

## HEALTH AND HUMAN DEVELOPMENT

### OVERVIEW:

Health Education aims to equip students with the range of skills and knowledge they will require to maintain healthy lifestyles as they move into adulthood. In Year 9, students will develop their understanding of the concept of health and they will investigate the development of humans across the lifespan. Students will examine positive and negative risks taken during youth, such as using drugs, alcohol and energy drinks, and consider strategies to minimise potential harms. Students will learn to analyse the health status of population groups and consider the various factors that influence health.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Decision making and assertiveness skills
- Basic first aid skills
- The ability to describe the health status of an Australian population group
- Health report writing skills
- Analysing basic health data

### TOPICS OF STUDY:

- What is Health?
- Development across the lifespan
- Health of population groups
- Drugs and alcohol
- Examining risk & minimising harm

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these may include:

- Topic tests
- Written reports
- Oral presentations
- Practical first aid test
- End of semester examination

## ITALIAN

### OVERVIEW:

In Year 9, students will bring their prior experience and capabilities of learning Italian to apply to their new learning. The course will expand the range and nature of their learning experiences and of the contexts in which they communicate with others in Italian. Students will expand vocabulary and grammar giving them an opportunity to experiment with different forms of communication. Students will continue to learn to use Italian to communicate and interact with each other, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. Students will explore language variation and change, noting how intercultural experiences, technology, media and globalisation influence language use and forms of communication. Students will also investigate links between the Italian language and cultural representation and expression and learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

### DURATION:

This subject runs for TWO semesters

### EDUCATIONAL OBJECTIVES:

- Exchange and compare ideas, experiences, opinions and feelings through spoken and written transactions.
- Convey and organise information and compare diverse perspectives from multiple sources in Italian
- Create and respond to imaginative texts about themes, events and values.
- Translate texts for Italian to English and vice versa.
- Understand and extend knowledge of more complex features and patterns of Italian grammatical systems.
- Analyse the features of a range of spoken, written and multimodal texts.
- Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity.

### TOPICS OF STUDY:

- Where do Italians live
- Italian family life
- Typical day in the life of an Italian
- Friends and free time

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These will include

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- End of semester examinations

## MATHEMATICAL MODELLING

### OVERVIEW:

This course is designed to extend students in their understanding of mathematical concepts and ideas past the Year 9 Mathematics curriculum, providing students an opportunity to explore some of the highly abstract and complex topics related to the VCE Mathematics curriculum. Students will learn a range of new skills and concepts in the areas of Statistics, Algebra and Functions. They will be expected to apply their knowledge to form mathematical models representing mathematical processes and apply their models to predict future outcomes. The topics will be directly related to senior mathematics courses and will integrate the use of Computer Algebra Systems (CAS) technology. In order to be able to succeed, students need to ensure they have a strong grasp of topics covered in Year 8 Mathematics (especially Algebra and Linear Graphs).

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

By the end of this unit, students should be able to

- apply mathematical algorithms, routines and techniques and use them to find solutions to non-routine problems
- apply mathematical knowledge in unfamiliar and real-life situations that require modelling, investigative approaches and problem-solving
- make inferences from analysis and use these to draw valid conclusions related to a given context
- communicate conclusions using both mathematical expression and everyday language
- use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

### TOPICS OF STUDY:

- Statistics and Probability
  - Univariate Data
  - Bivariate Data (including Regression Analysis)
  - Data Transformation
  - Discrete and Continuous Probability Density Functions
- Algebra
  - Matrices and Matrix Applications
- Functions
  - Polynomial Functions
  - Transcendental Functions (Exponential, Logarithmic, Trigonometric)

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Written skills and analysis tests
- Assignments/problem solving exercises
- Homework sheets
- End of semester examination

### OTHER REQUIREMENTS:

Students will be required to purchase a CAS calculator in order to take this subject. This device will cost around \$200-\$230 if purchased new.

## MEDIA

### OVERVIEW:

The media course is designed to give students an overview of the relationship between media and its audience. This is done principally through practical application and this work is then supported with theoretical understanding and reflection. In combination with the year 10 media course, students work their way through various media that increase with difficulty. The aim is to expose students to a wide variety of media, problem solving skills and creative stimuli, providing enough experience for students to make an informed choice about the possibility of pursuing this pathway for VCE or TAFE options. This experience of media challenges students to think about themselves as critical media consumers and creative media producers.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

Through taking this unit, students will develop:

- Creative problem solving
- Technological skill in media equipment and ICT
- Software knowledge in Adobe creative suite software and Macintosh iLife software
- Teamwork
- Personal discipline through individually managed projects

### TOPICS OF STUDY:

- Film study and analysis
- Advertising and influence
- Television production and power

### METHODS OF ASSESSMENT:

- Research
- Planning
- Practical completion
- Evaluation
- End of semester examination

## MUSIC PERFORMANCE

### OVERVIEW:

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. It is recommended that students are technically proficient on a chosen instrument and are encouraged to be undertaking private instrumental and/or vocal music tuition. Students will be involved in a performance evening as part of the assessment for this course.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Develop and perform a program of works, technical work and sight-reading on a chosen solo instrument and with an ensemble
- Develop an understanding of approaches that can be used to optimise performance
- Recognise and write rhythms, melodies, intervals, chords and scales using conventions in music notation
- Recognise elements of music, which influence stylistic characteristics and genres
- Devise a composition drawn from analysis of selected music genres

### TOPICS OF STUDY:

- Performance skill development
- Solo and group performance
- Contextual issues and analysis of works
- Musicianship through written and aural means
- Creative organisation of sound

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester, these will include:

- Solo performance
- Group performance
- Organisation of Sound
- Written/ aural assessment
- End of semester examination

## SPATIAL SCIENCE AND URBAN DESIGN

### OVERVIEW:

Spatial Science and Urban Design explores the issues and approaches to urban design and town planning. With an increasing urban population, this course offers a current awareness at how development of cities and suburbs impacts liveability for people, the environment and the political implications surrounding increasing mass urbanisation. Throughout the course students will develop a variety of geo-spatial and analytical skills that are in high demand throughout Australia and the Asia-Pacific region; providing an insight into the working environment of an urban designer and associated fields. The study of local, regional and national cases through classroom and field work tasks will offer students a contemporary learning approach with relevance.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Understanding Spatial Science
- Exploring the need for Urban Design
- Development of geo-spatial interpretation and analytical skills
- Exploring the impacts of urban design and development on people and the environment and the challenges this poses.

### TOPICS OF STUDY:

- What is Spatial Science and Urban Design?
- The causes of Urbanisation on Australia
- Urban design and sustainability
- Urbanisation – The challenges and implications
- Case study 1 – Evaluation of Melbourne's suburbs through time
- Case Study 2 – The sprawl north – Donnybrook
- Case Study 3 – Go West; the attraction of Victoria's regional towns
- Case Study 4 – Interconnectivity of Brisbane and The Gold Coast.

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Fieldwork reports
- Assignments
- Problem solving tasks
- Regular homework tasks
- Projects
- Open-ended student guided tasks
- End of semester examination

## STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)

### OVERVIEW:

STEM is an acronym for Science, Technology, Engineering and Mathematics education. It will provide students the opportunity to use the fundamentally taught skills in their regular Mathematics and Science classes in an interdisciplinary and applied approach. These skills are not only essential for student success at school but are also deeply intertwined in real world applications. Students will explore concepts and complete projects in the disciplines of Physics, Chemistry and Biology using tools and strategies of mathematics, analytical modelling, design technology and engineering.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

By the end of the course, students will have been introduced to:

- Analytical skills to research a topic, develop a project plan and timeline, and draw conclusions from research results
- Science skills to break down a complex scientific system into smaller parts, recognize cause and effect relationships, and defend opinions using facts
- Mathematic skills for calculations and measurements
- Attention to detail to follow a standard blueprint, record data accurately, or write instructions
- Technical skills to troubleshoot the source of a problem, repair a machine or modify a model, and computer capabilities to stay current on appropriate software and equipment

### TOPICS OF STUDY:

- What is an Engineer?
- Materials and structures
- Sustainability – alternative energy
- Human Biology – diseases (mathematical modelling)

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- Research projects
- Problem solving exercises
- Extended practical investigations
- Design and construction activities
- End of the semester examination

## VISUAL ARTS

### OVERVIEW:

Visual Arts enables students to create art works that communicate, challenge and express their own ideas. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries. Students develop skill and confidence using a range of art materials including two-dimensional (2D e.g. photography, painting and drawings), three-dimensional (3D e.g. sculpture) and/or four-dimensional (4D e.g. time-based animation and installations) forms. Students present their final works in an exhibition during the year. They will investigate different forms of expression, intentions and viewpoints of artists. They evaluate artworks and displays from different cultures, times and places. Students of all levels and abilities are encouraged to enrol.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Understanding and application of a broad range of artistic processes (2D, 3D & 4D)
- Understanding of the art-making process to successfully communicate personal responses through the development of a folio of works
- Ability to effectively apply Occupational Health & Safety knowledge in the art studio and appreciate the work of artists & peers
- Ability to confidently discuss art elements and principles and apply them effectively

### TOPICS OF STUDY:

- Drawing, Photography, Printmaking, Mixed Media (2D)
- Sculpture (3D)
- Animation, Installation (4D)
- Australian art (Street Art and Public Art)
- The role of the artist
- Art materials and techniques

### METHODS OF ASSESSMENT:

May include:

- A Folio of completed artworks
- Visual Dairy
- Short-answer written responses
- End of semester examination

## VISUAL COMMUNICATION DESIGN

### OVERVIEW:

In this course students will examine the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students will employ a design process to generate and develop visual communications. They will develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the semester, students will also explore manual and digital methods to develop and refine presentations. They will also identify and evaluate the effectiveness of strategies used by designers to clearly target a specific target audience.

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

This course enables students to:

- Develop and apply drawing skills using a range of techniques to make their design thinking visible
- Develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes
- Apply a design process to create visual communications
- Understand how key visual communication design elements, design principles, media, materials, and manual and digital methods contribute to the creation of their own visual language
- Understand how historical, social, cultural, environmental and contemporary factors influence visual communications

### TOPICS OF STUDY:

- Drawing for communication – applying drawing methods that are suitable for observational, visualization and presentation.
- Design elements and principles – applying techniques to generate alternative design options
- Respond and Interpret – the analysis and evaluation of visual communication designs for different audiences and purposes in different contexts

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include

- A folio of completed visual communications
- Visual diary - the submission of a visual diary containing a collection of resources, ideas, sketches and annotations etc.
- Written responses - including questions in class, homework, and evaluation of completed designs
- End of semester examination

## YOUNG ENTREPRENEURS

### OVERVIEW:

This course specifically caters for those students who have a passion for problem solving and are skilled critical thinkers. Students learn the basics of planning and launching their own successful business. They learn how to come up with new business ideas, attract investors to market their business and manage expenses. The course will be driven by project work, working in groups to establish a successful business or product. This course will challenge students to develop the core skills they need to be successful; leadership, communication, decision making, self-management and responsibility. Students will work on one project per term. The first will be presented to Hume Anglican Grammar's very own 'Sharks' – Mr Sweeney and his Senior Leadership Team. The other will be presented to local community members and parents

### DURATION:

This subject runs for ONE semester

### EDUCATIONAL OBJECTIVES:

- Understanding the role of the entrepreneur
- Understanding economic principles
- Exploring major fields of business activities: production and delivery
- Defining a business and organisation
- Ability to market and promote a business or product
- Promotion of core competencies required to be a successful entrepreneur

### TOPICS OF STUDY:

- Entrepreneurship Basics
- Small business basics
- Business ideas and opportunities
- Defining a business
- Marketing basics and promotion

### METHODS OF ASSESSMENT:

Students will complete a number of assessment tasks over the semester. These may include:

- Oral presentations
- Short investigative projects
- Annotated visual displays
- Research reports
- Multimedia presentations & posters
- End of semester examination

## Contacts

Before making decisions about course composition and balance, students and parents may wish to seek advice from relevant staff. Please take careful note of any recommendations stated for entry into specific subjects. Class size limits apply and students submitting selections late or not showing appropriate commitment to their subjects may be precluded from certain subjects and required to reselect. Some subjects may not generally run with small numbers due to timetabling constraints.

Title	Personnel	Contact
<b>FOR ALL ENQUIRIES:</b>		
Head of Curriculum	Mrs Lydia Abendschein	<a href="mailto:abendschein@humegrammar.vic.edu.au">abendschein@humegrammar.vic.edu.au</a>
VCE Coordinator	Mrs Koula Laleas	<a href="mailto:laleask@humegrammar.vic.edu.au">laleask@humegrammar.vic.edu.au</a>
<b>FOR CAREER/ POST SCHOOLING PATHWAYS ADVICE:</b>		
Careers' Counsellor	Mr David Adamson	<a href="mailto:adamsond@humegrammar.vic.edu.au">adamsond@humegrammar.vic.edu.au</a>
<b>FOR SUBJECT SPECIFIC INFORMATION ONLY:</b>		
Head of Learning – Arts & Technology	Mr Anton Jones	<a href="mailto:jonesa@humegrammar.vic.edu.au">jonesa@humegrammar.vic.edu.au</a>
Head of Learning - English and LOTE	Ms Kate Kendall	<a href="mailto:kendalk@humegrammar.vic.edu.au">kendalk@humegrammar.vic.edu.au</a>
Head of Learning – Humanities and RAVE	Ms Kaye Elvin	<a href="mailto:elvink@humegrammar.vic.edu.au">elvink@humegrammar.vic.edu.au</a>
Head of Learning - Mathematics	Ms Laila Sarraf	<a href="mailto:sarrafl@humegrammar.vic.edu.au">sarrafl@humegrammar.vic.edu.au</a>
Head of Learning – Science and HPE	Mr Navneet Sharma	<a href="mailto:sharmas@humegrammar.vic.edu.au">sharmas@humegrammar.vic.edu.au</a>
Coordinator of HPE	Mr Gerard Collins	<a href="mailto:collinsg@humegrammar.vic.edu.au">collinsg@humegrammar.vic.edu.au</a>