

# 2027 YEAR 9 CURRICULUM GUIDE

Hume Anglican Grammar  
Freier Campus

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Anglican Grammar  
**Hume**

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**Aim High, Be Proud**

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## Year 9 Course Overview

The Year 9 Curriculum at Hume Anglican Grammar strikes a balance between building on the foundations established in Years 7 and 8 and encouraging students to pursue their interests, taking increased responsibility for their curriculum choices. 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. These core and compulsory subjects are supported by a range of electives where students can explore and experiment. Students choose two electives per semester. It is important that students gather information about their choices and select subjects based on interests, strengths and future goals.

A general Year 9 course will follow the structure below:

<b>Semester 1</b>	English	Mathematics	Science	HPE	Humanities	RAVE	Elective 1	Elective 2
<b>Semester 2</b>	English	Mathematics	Science	HPE	Humanities	RAVE	Elective 1	Elective 2

All students follow a ten-day timetable that consists of five 60-minute periods per day. A full 10-day span is called a cycle. See the following lesson allocations:

English	Eight periods per cycle
Mathematics	Eight periods per cycle
Science	Seven periods per cycle
Humanities	Eight periods per cycle
Health & Physical Education	Four periods per cycle
Careers	One period per cycle
Electives x 2	12 periods per cycle (six periods each)

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

## Subject Selection Timeline

For further information contact the Head of Teaching and Learning – Secondary or relevant Head of Faculty/Subject Coordinator – see 'Contacts' page.

Date	Action
Final Week of Term 2	Curriculum Guides emailed to students and parents.
Week 2, Term 3 <b>Tuesday 21 July</b>	Attend Subject Selection Information Evening with parents.
Week 2, Term 3	<b>Web preferences open</b> for students Years 8-11 for subject selection.
Week 3, Term 3 <b>Friday 31 July</b>	Web preferences <b>close</b> .
Early November	Confirmation of subjects sent to students.

## 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

- Participate in dynamic and inquisitive classrooms, in activities that challenge them to form ideas and build upon the ideas of others, solving problems and justifying opinions
- 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 language features to create different levels of meaning
- Understand how individual interpretations can vary
- 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 several assessment tasks over the semester. These will include:

- Text analysis essays and comparative writing tasks
- Language (grammar) tasks
- Writing folio pieces including creative writing
- 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. The Humanities course of study is comprised of: History, Geography, Economics and Business, Civics and Citizenship, and 'RAVE' (Religious and Values Education). It 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 make 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

- The Industrial Revolution
- World War I
- Australia's legal and economic systems
- Justice and Mercy

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Topic tests
- Historical text analysis response
- Short investigative projects
- Essays
- Annotated visual displays
- Research reports
- 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 proficiencies of *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the content across these three strands. They reinforce the significance of working mathematically within the content and describe how it is explored or developed. We aim to provide a challenging and enriching course suitable for every student. Accordingly, students are grouped in two strands – Mainstream and Advanced – based on Year 8 results. All study the core Australian Curriculum Mathematics course for Year 9 while being in a class appropriate to their capabilities, providing sound and specific preparation for senior year levels. The structure of the two-strand model is dynamic and flexible, with teachers continually evaluating and being responsive to each individual student's progress. During the year, any movement of students between classes would occur only after teacher and parent consultation.

*\*Students wishing to explore entry into Advanced Math classes, please see application guideline.*

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Solve problems involving simple interest
- Identify congruence 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 several assessment tasks over the semester. These will include:

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

## Health and 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. Students also investigate the importance of road safety and develop strategies to keep them and others safe as a cyclist, pedestrian eScooters and as a driver. In addition, students develop a clear knowledge and understanding of sensitive topics around Safe Choices where they develop strategies on how to abstain and keep themselves safe from harm. The main topics are alcohol, vaping, prohibited drugs, gambling and technology addiction.

### Duration

This subject runs for TWO semesters.

### Educational Objectives

- Students critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions
- Students plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk
- 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
- Students plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing

### Topics of Study (but not exclusively)

- Basketball & Netball
- Soccer
- Badminton
- European Handball
- Ultimate Frisbee
- Touch Rugby
- Lifestyle, leisure and recreation
- Hockey
- Fundamental Movement skills

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Skills assessments
- Project work
- Tests

## 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 they may be scientifically informed and aware
- Build an understanding and appreciation of their world in order to develop a system of values characterised by great respect for living things and a commitment to nurture the natural world
- Develop skills in analytical and critical thinking to acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test it, 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 several assessment tasks over the semester. These will include:

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

## **Careers:**

### **Overview**

In Careers, students focus on the contribution that personal attributes and effective communication skills make to their future life and work roles. Students participate in activities that highlight the skills needed to gain and maintain employment such as mock interviews and online applications. Students examine the changes that have taken place in the workplace over a period of time and apply their knowledge to consider the nature of change on their planning for their preferred future. In their career action plan students apply their knowledge of their personal attributes and reflect on possible future pathways taking into consideration education and training requirements and the impact of change.

### **Duration**

This subject runs for TWO semesters.

### **Educational Objectives**

- Understand how individual characteristics such as interests, skills, values, beliefs and attributes contribute to achieving personal, social, educational and professional goals
- Explore methods to enhance interpersonal and group communication skills including skills for a successful work interview
- Recognise stereotypes, biases and discriminatory behaviours that may limit opportunities for people in the workplace
- Understand how past, present and future academic performance may impact upon the selection of future programs and courses
- Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work
- Use career information resources to locate information on occupational and industry trends, education and training trends, and social and economic trends
- Understand the importance of developing flexible and adaptable short-term career action plans within the career building process

### **Topics of Study**

- The world of work
- Workplace laws
- Work search tools
- Career planning
- Occupational and industry trends

### **Methods of Assessment**

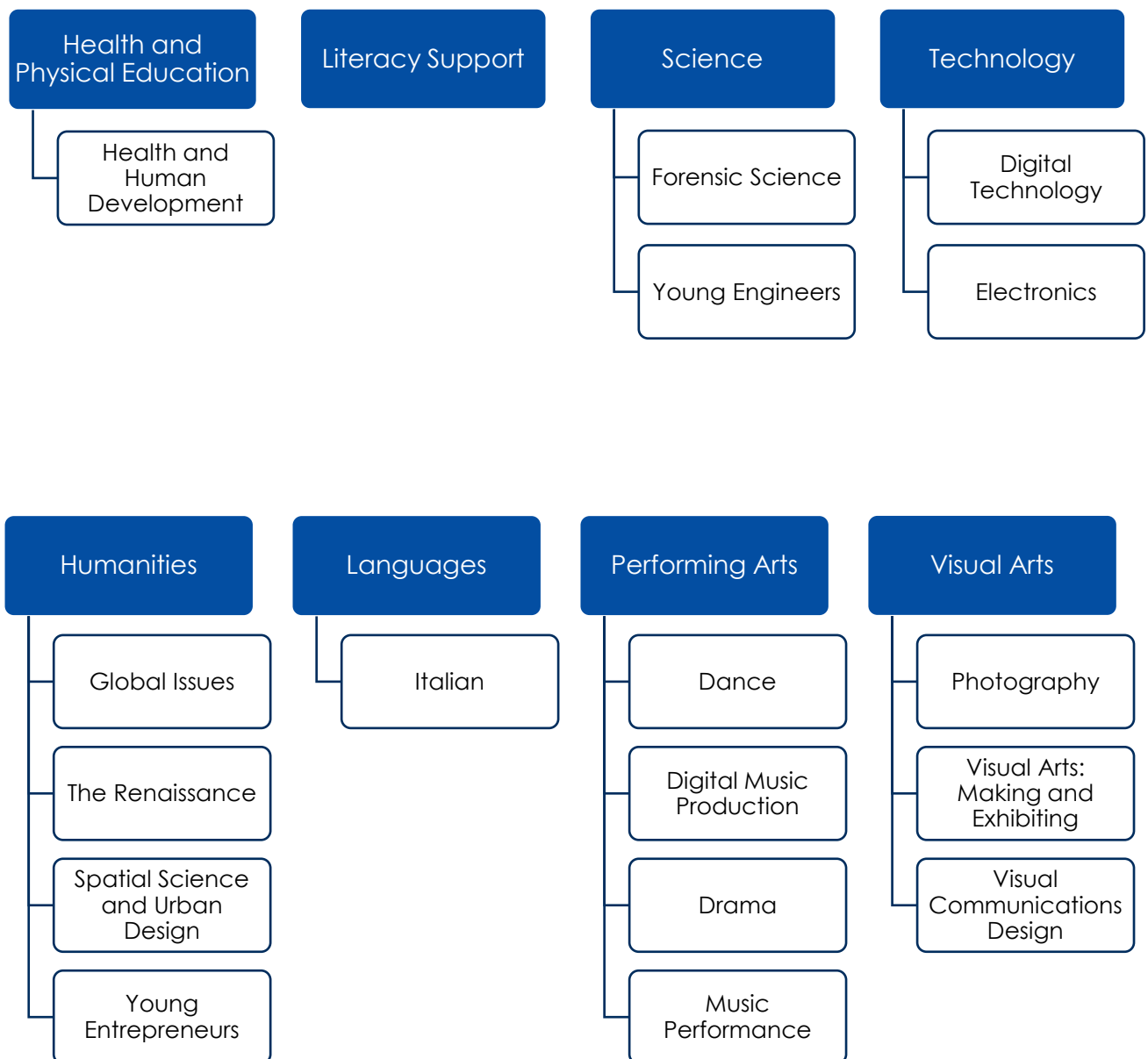
Students will complete several assessment tasks over the semester. These will include:

- Mock interviews
- Short investigative projects
- Annotated visual displays
- Multimedia presentations
- Workbook activities
- E-portfolio

## Elective Subject Information

A vital part of the progression towards the 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 previous skills. Students choose two per semester, a total of four.

**Note:** All electives run for one semester with the exception of Italian and Literacy Support which must be taken for two Semesters. While we aim to run all courses and give each student their first preferences, this may not always be possible due to timetabling constraints or low enrolments.



## Dance

### Overview

Dance is the language of movement. The study of Dance in Year 9 enables students to explore a range of dance genres, including Ballet, Contemporary, and Jazz, while developing their physical and technical skills and deepening their understanding of key theoretical concepts. Students are provided with both formal and informal performance opportunities to present learned and self-devised works. Throughout the subject, students learn choreography in each style, collaborate to devise self-choreographed dance works, and deliver oral presentations on one of the explored genres. Students are provided with both formal and informal performance opportunities to present learned and self-devised works. Students engage with key concepts such as intention, form, the elements of movement, movement categories, physical skills, choreographic devices, the choreographic process, rehearsal, pre-performance, and performance practices. The process of reflection, evaluation, and analysis, both of their own work, that of their peers, and that of other artists, fosters the development of critical thinking skills and self-awareness.

### Duration

This Subject runs for ONE semester.

### Educational Objectives

- Develop their understanding of and apply safe dance practices
- Explore the historical and cultural contexts and techniques of various dance genres
- Develop their understanding of key theoretical dance concepts
- Develop and apply style-specific physical and technical skills
- Learn, rehearse, and perform group choreography
- Engage in the choreographic process to devise, rehearse, and perform their own original dance work
- Deliver oral presentations that demonstrate their understanding of a selected dance genre
- Analyse their own work, that of their peers, and that of other artists

### Topics of Study

- Safe dance practices
- Form and Intention
- Elements of movements
- Movement categories
- Choreographic devices
- The choreographic process
- Rehearsal, pre-performance, and performance practices
- Historical and cultural contexts and techniques of various dance styles, including Jazz, Ballet, and Contemporary
- Contemporary learnt group dance work
- Self-choreographed dance work

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Learnt group dance work
- Self-choreographed dance work
- Dance styles oral presentation
- End-of-semester examination

## Digital Music Production

### Overview

This hands-on course explores the intersection of music, technology, and live performance. Students will develop practical skills in stage production, sound and lighting design, computer-based music creation, and performance with digital tools. The course builds both musical and industry-relevant technical skills.

Students will compose music using samples and audio recordings, learning how to shape sound and apply the elements of music creatively. In performance projects, students will work in groups to enhance their music using technology. They'll also gain experience in operating stage equipment including lighting consoles and sound desks.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Perform in ensembles using instruments and digital technology
- Use music software such as Ableton Live to sample, edit, and produce compositions
- Understand the evolution and application of music technology
- Operate a range of digital music equipment including Launch Pads, Drum Machines, and Guitar Effects Pedals
- Gain experience in stage production using mixing desks, lighting consoles, speakers, amplifiers, and DMX lighting control

### Topics of Study

- Technical production and sound engineering
- History of Recording
- Music composition using digital tools
- Group performance and live sound
- Stage management and event production
- Lighting and DMX programming

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Digital music composition projects
- Weekly exercises in music theory and tech history
- Group performance and live event production
- An end-of-semester examination

## Digital Technology

### Overview

Digital Technology in Year 9 develops students' knowledge of computer programming. Beginning with event-based programming, students learn and apply coding languages to develop solutions to various problems. Students then explore website design principles and work as a group to design their own website. The course concludes with an introduction to data analysis using Microsoft Excel and Infographic creation tools. Students will learn how companies use data to help meet their objectives, and how to create a data visualisation of their own.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Programming in Small Basic and RobotProg
- Designing and developing website solutions
- Editing a range of data, including digital images and raw quantitative data using Microsoft Excel
- Designating tasks and managing responsibilities amongst members of a team

### 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
- Coding

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

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

## **Drama**

### **Overview**

Year 9 Drama encourages students to become confident communicators, critical and creative thinkers, and effective collaborators. Building on their learning from Year 7 and Year 8 Performing Arts, students explore a range of theatre styles and their associated conventions. Through practical workshops, they develop and refine their expressive skills, engage with a range of play-making techniques, and apply the elements of theatre composition to their own work and that of other dramatists. Students collaborate to devise and rehearse individual, small group, and ensemble performances in various theatre styles, engaging in a range of production roles throughout the process.

### **Duration**

This subject runs for ONE semester.

### **Educational Objectives**

- Explore a range of performance and theatre styles and apply their associated conventions
- Create original drama works in a range of theatre styles, applying relevant conventions and techniques to develop style-specific performances
- Refine their application of the expressive skills of voice, gesture, movement, and facial expression through practical workshops
- Explore and apply play-making techniques when devising their own drama works
- Develop their understanding of and apply the elements of theatre composition to provide structure for the interpretation of a theatre performance
- Take on a variety of production roles when devising an ensemble performance

### **Topics of Study**

- Theatre styles
- Expressive skills
- Elements of theatre composition
- Play-making techniques
- Production roles

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Participation in practical drama workshops
- Devising, rehearsing, and performing self-devised drama works of various theatre styles
- Reflective drama journal analysing workshop activities and personal growth
- 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 appropriate use of components including new materials and for specific purposes relating to electronic devices. Students will be able to follow a plan to produce a functioning product using materials that are environmentally sustainable.

### **Duration**

This subject 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
- Soft-soldering and finning where needed
- Introduction to micro-controllers

### **Topics of Study**

- Occupational Health and Safety in the workplace
- Electronic components and what they do
- Safe and correct use of a variety of hand and power tools
- Clean energy – renewal and non-renewable energy sources
- How to use micro-controllers to help with everyday life

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Workbook assessments
- Folio
- 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, the environment, and our everyday world is an important and meaningful area of study in this course.

### 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 several assessment tasks over the semester. These will 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 social, environmental and economic issues that affect Australia and the rest of the world. The study of Global Issues will introduce students to challenges faced by society, plus develop their knowledge and understanding of key political global conflicts and their impacts. Throughout the course, students hone their research abilities of which they use to explore a series of current affairs topics such as the Cost-of-living Crisis, continued impacts of colonisation, war and conflict.

### **Duration**

This subject runs for ONE semester.

### **Educational Objectives**

- Define key 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
- Develop research skills
- Evaluate the costs and benefits associated with action taken to address the selected global issue/s
- Access and synthesise information gathered from a range of sources and draw conclusions

### **Topics of Study**

- Economic concepts
- Equality Rights
- Global Indigenous Peoples
- Global trade and its political and economic implications
- Distribution of income and global income inequality
- War and conflict

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Oral presentations
- Short investigative projects
- Extended Responses
- Essays
- Annotated visual displays
- Short research reports
- End-of-semester examination

## **Health and Human Development**

### **Overview**

Health and Human Development 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 wellbeing, and they will learn to analyse the health status of population groups and consider the various factors that influence their health. They will investigate ways to promote the mental health of themselves and others. They develop their understanding of the function and food sources of common nutrients to help them make healthy dietary decision. Finally, students will investigate a range of factors that influence the diet choices of adolescence.

### **Duration**

This subject runs for ONE semester.

### **Educational Objectives**

- Decision making and help seeking skills
- Understanding health and wellbeing as a concept with varied and evolving perspectives and definitions
- The ability to describe the health status of Australian population groups
- Analysing basic health data

### **Topics of Study**

- What is Health and Wellbeing?
- Health of population groups
- Mental Health
- Understanding Nutrition

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Topic tests
- Project
- Written reports
- Oral presentations
- End-of-semester examination

## Italian

### Overview

In Year 9, students will bring their prior experience and capabilities of learning Italian to apply to new concepts. 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 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 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 and will therefore account for two elective choices.

### 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 several assessment tasks over the semester. These will include:

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

## Literacy Support

### Overview

Literacy Support is designed for Year 9 students who require additional assistance in reading, writing, comprehension and analytical skills. The course provides targeted literacy intervention to support students in accessing learning across all curriculum areas, including English, Humanities, Science and Mathematics. Literacy Support aims to build students' confidence, independence and engagement with learning while reinforcing literacy skills taught across mainstream subjects. Students develop strategies to improve their academic performance and better access the demands of the Year 9 curriculum.

### Duration

This subject runs for TWO semesters and will therefore account for two elective choices.

### Educational Objectives

- Reading comprehension and inferential thinking
- Written expression and paragraph structure
- Grammar, punctuation and vocabulary development
- Interpreting questions and responding appropriately
- Analytical and critical thinking skills
- Use of subject specific language effectively
- Development of confidence and independence in learning
- Application of literacy strategies across curriculum areas

### Topics of Study

- Reading comprehension strategies
- Vocabulary and language development
- Grammar and punctuation skills
- Paragraph and extended writing structure
- Analytical and inferential thinking
- Subject-specific literacy skills

### Admission Requirements

Students may be recommended for the subject based on literacy benchmark data, teacher recommendation, or identified learning needs, including diagnosed or imputed Specific Learning Disorders.

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Classwork and short analytical tasks
- Literacy skill development activities
- Comprehension exercises
- Written responses
- Vocabulary and grammar activities
- Ongoing formative assessment
- End of semester examination.

## **Music Performance**

### **Overview**

This unit focuses on building performance and musicianship skills. Students present performances of selected group works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. Students will take part in a percussion ensemble and perform percussive works for an audience. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. It is recommended students are technically proficient on a chosen instrument to a basic level and are encouraged to be undertaking private instrumental and/or vocal music tuition. Students will be involved in performance evenings and other events as part of the assessment for this course.

### **Duration**

This subject runs for ONE semester.

### **Educational Objectives**

- Develop performance skills and gain experience in front of an audience
- 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
- Undertake composition, arranging and other practical tasks

### **Topics of Study**

- Music Performance: Ensemble
- Music Performance: Percussion Ensemble
- Music Fundamentals: Aural
- Music Fundamentals: Theory
- Music Fundamentals: Analysis

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Performance
- Practical Tasks
- Written/aural assessment
- End-of-semester examination

## Photography

### Overview

This course introduces students to the relationship between media and audiences through the study and production of photography. Students explore how photographers use media techniques to communicate ideas, construct narratives, and influence audience understanding. Through the analysis of a range of photographic works, students understand how meaning is created through deliberate production choices. Throughout the course, students develop critical thinking skills by considering how photographers represent people, places, and ideas, and how these representations can communicate viewpoints or messages. Students will use the Adobe Creative Suite to experiment with and develop their own photographic works. Students will plan, produce, edit and refine their images, developing skills in post-production and image manipulation. By engaging in both analysis and production, students are encouraged to think of themselves as critical media consumers and creative media producers. This course provides foundational skills in media production, supporting students to make informed choices about pursuing this pathway for VCE.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- 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

- Photography
- Framing and composition
- News and the media
- Narrative and genre

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Media production experiments
- Media production
- Responding
- End-of-semester examination

## **Spatial Science and Urban Design**

### **Overview**

Spatial Science and Urban Design explores the issues and approaches to urban design, architecture 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; participate in fieldwork excursions which providing an insight into the working environment of an urban designer, civil engineer and associated fields. The study of local, regional and national cases through classroom and field work tasks offers students a contemporary and relevant learning experience.

### **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 – Melbourne's Interconnectivity
- Case Study 2 – Land reclamation
- Case Study 3 – Impacts of Covid – The Tree Change Movement
- Case Study 4 – Comparison of international Urban Design

### **Methods of Assessment**

Students will complete several assessment tasks over the semester. These will include:

- Research Tasks
- Geo-spatial Technology presentation
- Extended Responses
- Short Answer Tests
- End-of-semester examination

## The Renaissance

### Overview

The aim of the subject is to develop students' historical enquiry and research skills and a love and passion for learning about the past. Students will examine the rise of the Renaissance and how it impacted the world during the Middle Ages and subsequently our modern society. Additionally, the subject introduces Object Base Learning which focuses on learning through objects such as art works, manuscripts, rare books and artefacts from the Renaissance period. Using objects in teaching will allow students not only to understand their subject but will also develop skills such as teamwork and communication, analysis, practical observation and drawing. It will also trigger innovative dissertation topics. The subject connects with several subjects offered at the school such as Italian, Art and Music through cross-curriculum lessons and activities. We will explore the world of the Renaissance through famous artwork and paintings as well as study the rise of the Medici family and their influence in the Renaissance as we know it today.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Adopt a new method of learning called 'Object Base Learning'
- Explain the causes and consequences that influenced the birth of the Renaissance
- Understand the key events happening in Italy during the 14th and 15th Century that influenced our modern society
- Analyse a primary and secondary sources to understand the world of the Renaissance
- Explain and understand the difference between Primary and Secondary sources and how they influence our view on historical events
- Make connections with both subjects of Italian and Art and how they help understand the Renaissance better
- Compare and contrast the Renaissance movements happening in England and Italy
- Identify the difference between the Dark Ages and the Renaissance

### Topics of Study

- Revision of the seven key Historical skills and Introduction to the Dark Ages
- The Medici Family
- Introduction to the Renaissance and the key events that instigated this movement
- Humanism and Secular writing
- Science in the Renaissance
- Art in the Renaissance and its most famous artists and artworks
- Galileo Galilei and his contributions to our modern society
- Northern Renaissance and King Henry VIII

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Structured Questions
- Extended Responses
- Role Plays and Scripts
- Case Studies
- Source Analysis and Object based learning
- End-of-semester examination

## Visual Arts: Making and Exhibiting

### Overview

Visual Arts: Making and Exhibiting enables students to develop their skills and confidence in a range of artworks with a specialisation in painting. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries. Students plan and apply the studio process to make and exhibit artworks. Students have access to a range of traditional art resources as well as the latest technologies including Creative Cloud software. They examine how Australian artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. Their research focuses on critical, reflective and creative thinking.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Understanding and application of art form of painting
- Understanding materials, techniques and processes of drawing, printmaking and painting
- Understanding and application of the studio process to successfully communicate, challenge and express their own ideas
- Understanding and application of critical, reflective and creative thinking strategies
- Ability to analyse artworks
- Ability to effectively apply OH&S knowledge in the Art Studio

### Topics of Study

- Making: Studio Practice and Exhibition
- Drawing, Printmaking and Painting (Skateboard)
- Responding: Australian Artists

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Visual Arts journal and artworks
- Art analysis assignment
- Exhibition
- End-of-semester examination

## Visual Communication Design

### Overview

Visual Communication Design teaches students the Object design field. In this course, students will employ a design process to generate and develop visual communications. Students will learn industry standard technical drawing skills and examine the way visual language can be used to convey ideas, information and messages. 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 a range of manual and digital methods to develop and refine design presentations. They will also identify and evaluate the effectiveness of strategies used by designers to appeal clearly to a specific target audience.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- Develop and apply drawing skills using a range of techniques to make their design thinking visible such as perspective, orthogonal and isometric
- 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

- Designing objects for a target audience
- Drawing for communication – applying technical drawing methods that are suitable for observational, visualisation 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
- Exploration of various methods and media including 3D printing

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Folio of completed visual communications
- Visual diary – the submission of a visual diary containing a collection of resources, ideas, sketches and annotations
- Written responses including questions in class, homework, and evaluation of completed designs
- 3D printed prototypes
- End-of-semester examination

## Young Engineers

### Overview

This elective will give students the opportunity to practice critical thinking, problem-solving, creative and collaborative skills through project-based investigations. The course is intended to make connections between STEM learning areas (Science, Technology, Engineering and Mathematics) and real-life global applications, going beyond the simple transfer of knowledge. This project-based learning will be delivered through an Aeronautics unit that involves design, manufacture and testing of flight-capable machines, including the science and technology of operating aircraft and rockets within the atmosphere.

### Duration

This subject runs for ONE semester.

### Educational Objectives

- 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
- The requirement of paying attention to detail in following a standard blueprint, recording data accurately, or writing 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

- Fundamental flight forces
- Moving through fluids
- Controlling flight
- Rockets
- Flight investigations: aircraft design and aerofoils

### Methods of Assessment

Students will complete several assessment tasks over the semester. These will include:

- Research projects
- Problem solving exercises
- Extended practical investigations
- Design and construction activities
- Tests and Data Analysis
- 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 several assessment tasks over the semester. These will include:

- Oral presentations
- Short investigative projects
- Annotated visual displays
- Research reports
- Multimedia presentations and 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. Class size limits apply and students submitting selections late or not showing appropriate commitment to their subjects may be precluded from certain subjects.

Please contact the following staff should you have any queries.

For All Enquiries		
Head of Teaching and Learning – Secondary	Mr Aaron Carassiti	<a href="mailto:carassitia@humegrammar.vic.edu.au">carassitia@humegrammar.vic.edu.au</a>
For Career and Post-Schooling Pathways Advice		
Careers Counsellor	Mrs Rochelle Rosendale	<a href="mailto:rosendaler@humegrammar.vic.edu.au">rosendaler@humegrammar.vic.edu.au</a>
For Subject Specific Information		
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Subject Coordinator – English	Mr Clive Parkin	<a href="mailto:parkinc@humegrammar.vic.edu.au">parkinc@humegrammar.vic.edu.au</a>
Subject Coordinator – Health and Physical Education	Mr Iain Dickson	<a href="mailto:dicksoni@humegrammar.vic.edu.au">dicksoni@humegrammar.vic.edu.au</a>
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Subject Coordinator – Mathematics	Ms Kerry McKiterick	<a href="mailto:mckiterickk@humegrammar.vic.edu.au">mckiterickk@humegrammar.vic.edu.au</a>
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Subject Coordinator – Technology	Mr Navneet Sharma	<a href="mailto:sharman@humegrammar.vic.edu.au">sharman@humegrammar.vic.edu.au</a>
Subject Coordinator – Performing Arts	Mr Michael Smith	<a href="mailto:smithm@humegrammar.vic.edu.au">smithm@humegrammar.vic.edu.au</a>