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DAMASCUS COLLEGE  
**YEAR 9 - MY PATHWAYS 2024**

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# FOR STUDENTS GOING INTO YEAR 9

## Core Subjects

In Year 9 you will continue to study the following core subjects:

- Religious Education
- English
- Mathematics
- Humanities
- Science
- Physical Education/Health

## Pathways Choices

In addition to your core subjects, you have the opportunity to choose to study subjects which you particularly enjoy and which will help you to achieve your long-term goals. You need to choose six subjects: three subjects for Semester One and three subjects for Semester Two.

Note: If you choose French or Indonesian, you must take this subject in both semesters, therefore you will only need four other subject choices: two for Semester One and two for Semester Two. The subjects that you may choose from are listed on the following page.

*You can also only choose up to two Health/PE electives for the year.*

**Note:** We cannot guarantee that all subjects will run, as this is dependent on timetabling and student numbers.

## My Pathways Subject Choices

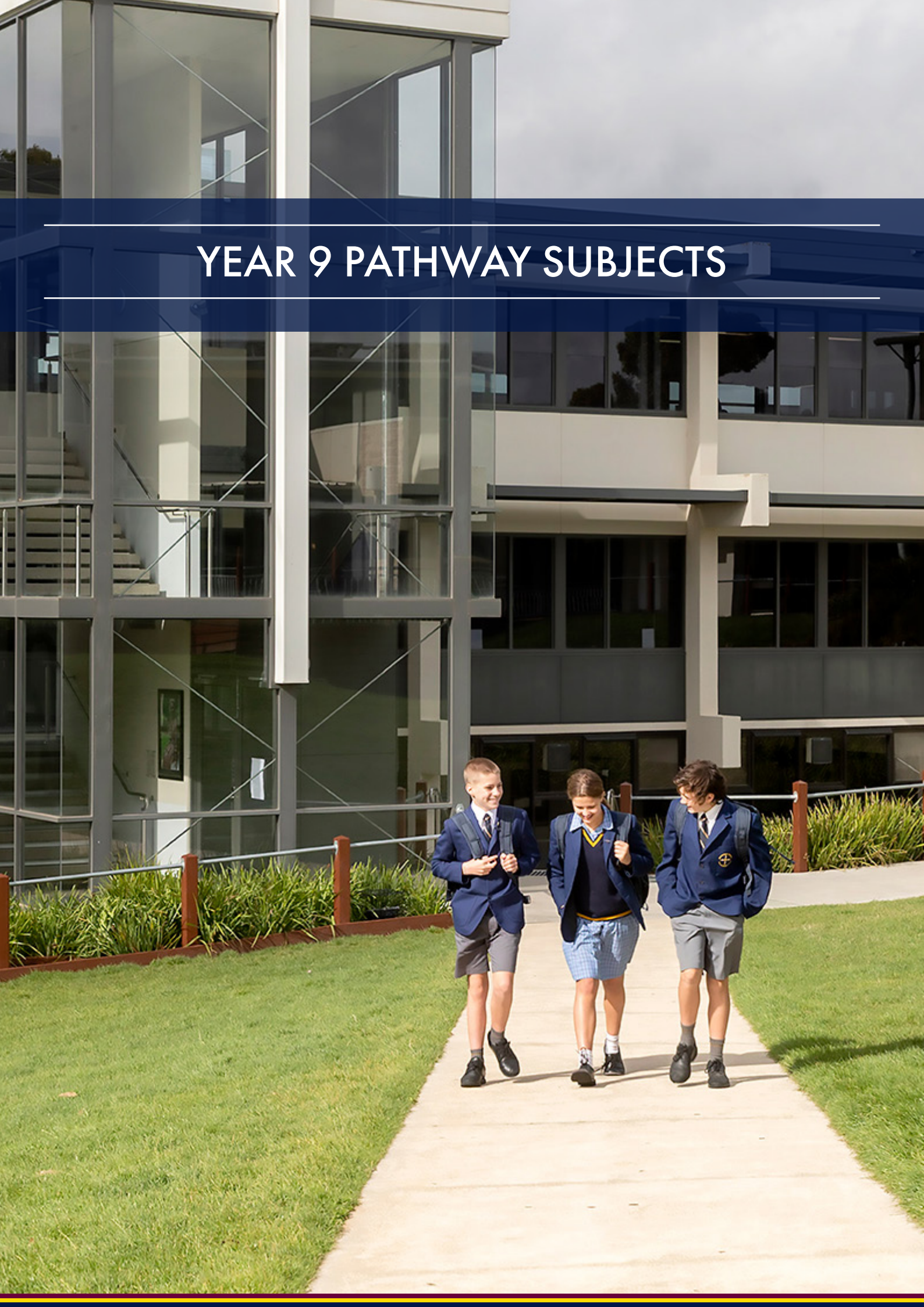
Please click on any of the subject headings in the list below to be taken to information, specific to each subject.

SUBJECTS	SEMESTER 1	SEMESTER 2
Drama: From Page to Stage	•	
Drama: Acting Smart		•
Art: Art Influences	•	
Art: Art Reflections		•
Visual Communication: A-Z	•	
Visual Communication: Elements of Design		•
Music: Rock through History	•	
Music: Music in Film and the Musical		•
Digital Technology: Coding with Python	•	
Digital Technology: Data Analytics using Power BI		•
Digital Technology: Adobe Illustrator Graphics and In Design Publishing	•	
Digital Technology: Adobe Animation and Dreamweaver Web Design		•
French*	•	•
Indonesian*	•	•
Footy Codes**	•	•
Hoops and Nets**	•	•
Strength and Conditioning**	•	•
Horticulture - Introduction to Horticultural Science	•	
Horticulture - Science meets Art		•
Science and Technology: Food and Consumer Science	•	•
Food Technology: The Treasures of Food**	•	•
Wood: Design in Furniture	•	
Wood: Centre Turning and Design		•
Metal: Furniture in Metal	•	
Metal Craft		•
Systems Engineering: Light 'em up	•	
Systems Engineering: eSports		•
Textiles: Creative Fashion I	•	
Textiles: Creative Fashion II		•

\* Must be taken for two semesters, leaving four other pathways subjects

\*\* May only be taken for one semester

# YEAR 9 PATHWAY SUBJECTS



## Drama: From Page to Stage (Semester 1)

### What is it all about?

Learning the skills and techniques of developing original plays and performances from oral and written stories. Starting points or stimulus for play creation including personal stories, fables and contemporary newspaper articles. Developing confidence in performance through collaborative playmaking, teamwork and trust.

### What will I learn?

- You will learn to work with others, use your imagination and creativity to explore and create characters and ideas through Drama
- Improve your skills as a performer and learn how to better create and present your own original theatrical presentations
- Play games, engage in activities and participate in practical workshops to develop your acting abilities

### What type of activities will I do?

- Working in teams to develop, rehearse, refine and perform original dramatic pieces
- Written work and analytical reflections and evaluations associated with performance tasks

### Why choose this subject?

The skills that are learnt by studying drama are invaluable in later life. For example, being able to speak and present confidently in front of people, and the skill of planning that is required in any solo or group-based performance is useful in most careers. Drama can be a good basis for a career not only in the theatre, but in advertising, the film industry, events planning and any workplace that thrives on interpersonal relationships and creative collaboration.

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## Drama: Acting Smart (Semester 2)

### What is it all about?

Developing creativity through game and exercises that encourage spontaneity, imagination and divergent thinking. Exploring skills and clever techniques that make the presentation of original plays and performances more dynamic and interesting.

Creating original performance through the transformation of objects, soundscapes, conflict stories and scripted scene work. Developing confidence in performance through collaborative playmaking, teamwork and trust.

Exploring stagecraft such as lighting, props, sound and earning to further skills in creating character through movement, voice and mime.

### What will I learn?

- You will learn to work with others, use your imagination and creativity to explore and create characters and ideas through Drama
- Improve your skills as a performer and learn how to better create and present your own original theatrical presentations
- Play games, engage in activities and participate in practical workshops to develop your acting abilities

### What type of activities will I do?

- Working in teams to develop, rehearse, refine, and perform original dramatic pieces
- Exploring improvisation, mime, transformation, and conflict through devised and scripted work
- Written work and analytical reflections and evaluations associated with performance task

### Why choose this subject?

The skills of Drama are important to working in the entertainment industry but are also essential aspects to any workplace, these include: ability to think on one's feet and work under pressure and work alone or on a team. Active listening and able to take criticism. The adaptability to work in different environments and time management with analytical skills, communication and interpersonal skills. If you are determined, disciplined, patient, possess excellent presentation skills and public speaking then Drama is a subject you may like to consider.

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## Art: Art Influences (Semester 1)

### What is it all about?

Engaging in two and three-dimensional activities which have been designed to develop skills and creativity while drawing on influences from other artists and styles.

### What will I learn?

- Skills to develop creative work in a variety of materials and techniques
- How to communicate your ideas effectively
- How to investigate and analyse a range of artists and art styles from both past and present
- The influence that past artists and cultures have on our lives and the world around us

### What type of activities will I do?

- Problem-solving and creative thinking
- Development of artistic responses
- Drawing, collage, sculpture and canvas painting
- Art appreciation activities

### Why choose this subject?

If you are an innovative student who loves to draw, design and generally be creative this subject is for you. You will learn how to communicate your ideas effectively and experiment with a range of materials and techniques.

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## Art: Art Reflections (Semester 2)

### What is it all about?

Studying portraiture as a major theme; producing a self-portrait on canvas; using Photoshop to help create both realistic and abstract works; producing works related to the theme.

### What will I learn?

- Both digital and manual skills in developing artworks
- Skills to develop creative work in a variety of materials and techniques
- How to investigate and draw inspiration from a range of artists past and present
- How to develop your ideas from a concept to a final piece

### What type of activities will I do?

- Problem-solving and creative thinking
- Development of artistic responses
- Art appreciation activities
- Drawing, collage, sculpture and canvas painting

### Why choose this subject?

If you are an innovative student who loves to draw, design and generally be creative, this subject is for you. You will learn how to communicate your ideas effectively and experiment with a range of materials and techniques with a focus on portraiture.

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## Visual Communication: A-Z (Semester 1)

### What is it all about?

Students develop their skills in observational drawing. They will deepen their understanding of the design element of Type and explore different mediums, themes and methods using Type as the central theme.

### What will I learn?

- This subject will provide you with the chance to build your understanding of typography to create advertisements
- The chance to strengthen your ability to communicate visually using a range of different drawing and rendering methods

### What type of activities will I do?

- They will explore the commercial world of advertisement focusing on using effective type and layout in advertising design with manual and digital manipulation
- Analysing and researching the rich history on the design element of Type
- They will utilise drawing instruments to explore perspective and other forms of technical drawing

### Why choose this subject?

Visual Communication Design is for students who love drawing and designing. This subject is for innovative students who want to learn how to communicate their ideas effectively. This subject is creative and a folio subject. If you are someone who loves art, but finds a blank canvas daunting, this is the subject for you.

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## Visual Communication: Elements of Design (Semester 2)

### What is it all about?

Students work through a design brief that requires them to come up with solutions to a variety of design problems. They will cover all three design fields such as Communication, Industrial and Environmental.

### What will I learn?

- You will learn to understand how to make your own effective visual communication designs using the design process
- You will also develop your ability to work independently and purposefully on the set tasks and improve your communication skills
- You will begin to develop the skills of a designer

### What type of activities will I do?

- Working in the role of designer to create a product design folio
- Using freehand or instruments to draw from observation
- Create a three-dimensional representation of a product
- Design packaging

### Why choose this subject?

Visual Communication Design is for students who love drawing and designing. This subject is for innovative students who want to learn how to communicate their ideas effectively. This subject is creative and a folio subject. If you are someone who loves art, but finds a blank canvas daunting, this is the subject for you.

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## Music: Rock Through History (Semester 1)

### What is it all about?

Learning the basics of music notation and aurally recognising melody and rhythm in music; exploring and researching the styles of popular music from the 1950s through to the 1990s; performing different styles of music from these decades as a group on a variety of instruments including voice.

### What will I learn?

- To read, sing and play different rhythms and melodies
- To aurally identify differences in pitch and rhythm
- To play the basics of various styles of music in rock history in a group setting on a chosen instrument
- To listen to and identify the different elements of music and write about them using music language
- Discuss, research and write about the many influences of society and culture on the music of the decades 1950 - 1990

### What type of activities will I do?

- Exploring the decades of popular music by rehearsing and performing as a group, completing research tasks and an assignment task
- Singing and playing activities related to pitch and rhythm using percussion and voice
- Notation tasks that develop skills in reading and writing music

### Why choose this subject?

Music: Rock through History is a subject that you might choose if you like to listen to and analyse different music through the decades via discussion, research, writing, singing, and playing. It is a subject that will develop your ability to read music and play as a group on an instrument of your choice. Music helps develop confidence, self-esteem, anxiety management strategies and working as part of a team in an enjoyable environment. You do not need to have experience on an instrument to do this subject but a willingness to participate with your greatest effort.

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## Music: Music in Film and The Musical (Semester 2)

### What is it all about?

Learning the basics of music notation and aurally recognising melody and rhythm in music. Exploring the musical elements of film music and the music through written and performance-based activities. Working as a group to develop musical pieces on a variety of instruments.

### What will I learn?

- To read, sing and play different rhythms and melodies
- To aurally identify differences in pitch and rhythm
- To play the basics of various music from films and musicals in a group setting on a chosen instrument
- To listen to and identify the different elements of music and write about them using music language
- To research, discuss and write about the music found in films and in the musicals

### What type of activities will I do?

- Analysing the development of the musical and music in film through research and analysis tasks
- Composing a short piece of music to a film sequence within a given structure using a variety of instruments
- Rehearsing and performing the music of film and the musical as a group on a variety of instruments including voice
- Singing and playing activities related to pitch and rhythm using percussion and voice
- Notation tasks that develop skills in reading and writing music

### Why choose this subject?

Music: Music in Film and The Musical is a subject that you might choose if you like to listen to and analyse the music of film and musicals via discussion, research, writing, composing, singing and playing. It is a subject that will develop your ability to read and write music and play as a group on an instrument of your choice. Music helps develop confidence, self-esteem, anxiety management strategies and working as part of a team in an enjoyable environment. You do not need to have experience on an instrument to do this subject but a willingness to participate with your greatest effort.

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## Digital Technology: Coding with Python (Semester 1)

### What is it all about?

Developing an understanding of the concept of an algorithm; a well-defined set of instructions designed to perform a particular task or solve a type of problem; exploring coding and its applications in algorithmics.

### What will I learn?

- To design algorithms and code using Python to solve real-world problems and describing algorithms using flow charts and structured English, for example START, END, IF and UNTIL

### What type of activities will I do?

- Familiarisation with common algorithms in number and decision mathematics
- Coding with Edgy and Python

### Why choose this subject?

Everyone is talking about Python, and for good reason. With an exponentially growing community around data science, machine learning, AI, web dev and more, Python is a language that opens programming access to the world.

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## Digital Technology: Data Analytics with Power BI (Semester 2)

### What is it all about?

Power BI is a business analytics service by Microsoft. It aims to provide interactive visualisations and business intelligence capabilities with an interface simple enough for end users to create their own reports and dashboards. It is part of the Microsoft Power Platform.

### What will I learn?

- Analyse and visualise data to create information and address problems using Excel and Power BI
- Use Power BI tools to identify patterns and relationships between sets of data and information, e.g. representing data using histograms
- Summarise data using advanced filtering and grouping techniques, for example pivot tables in spreadsheets and aggregation functions in databases
- Use structured query language (SQL) SELECT statements

### What type of activities will I do?

- Use Excel for calculations and analysis of data
- Find and share meaningful insights with hundreds of data visualisations using Power BI

### Why choose this subject?

Excel is a powerful flexible tool used in business for everyday analytics activity. It can be combined with Power BI to get broad data analytics and visualisation capabilities.

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## Digital Technology: Adobe Illustrator Graphics and InDesign Publishing (Semester 1)

### What is it all about?

Students will develop an understanding of responsible use of computers and the internet in a networked environment and basic technology terms and concepts (data/information, information system), plus exploring complex design environments (Adobe Illustrator and Adobe InDesign) to create and manipulate computer-aided graphics and desktop publishing.

### What will I learn?

- Introductory technical terminology of computing and networking basics as well as introduction to some social issues involving information technology
- How to create and edit graphics in Adobe Illustrator and to publish graphical documents in Adobe InDesign

### What type of activities will I do?

- Designing and creating graphics in Adobe Illustrator's design studio, including a project of the student's choice
- Designing and publishing flyers and posters in Adobe InDesign's design studio
- Research and analysis of theory work

### Why choose this subject?

To increase understanding of computers, both from a technical point of view and from an impact-on-our-world point of view. To develop skills in creating and editing computer graphics and desktop publishing.

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## Digital Technology: Adobe Animation and Dreamweaver Web Design (Semester 2)

### What is it all about?

Students will develop an understanding of responsible use of computers and the internet in a networked environment, basic technology terms and concepts (data/information, information system). Exploring complex design environments (Adobe Flash and Adobe Dreamweaver) to create flash animations and websites.

### What will I learn?

- Analyse and visualise data to create information and address problems using Excel and Power BI
- Use Power BI tools to identify patterns and relationships between sets of data and information, e.g. representing data using histograms
- Summarise data using advanced filtering and grouping techniques, for example pivot tables in spreadsheets and aggregation functions in databases
- Use structured query language (SQL) SELECT statements

### What type of activities will I do?

- Use Excel for calculations and analysis of data
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## Languages

Learning a foreign language isn't just about being able to travel the world more easily. It's an opportunity to gain deep insight into another culture which fosters tolerance and understanding between people. As our cities become more diverse, we are in a far stronger position to communicate with others which allows us to appreciate our own culture just as much. Learning a foreign language allows us to develop many skills which are relevant for our other subjects too: analytical skills, problem-solving skills, creativity, listening and communication skills, as well as enhancing memory. We learn more about English when we study a foreign language. Learning a foreign language makes you much more employable in the future. Business skills and foreign language skills go hand in hand; you are at a distinct advantage in the global market if you are able to speak another language. An employee is much more valuable if able to communicate in another language. Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, science as well as enhancing opportunities in government, business, medicine, law, technology, military, industry and marketing.

### French (Must be taken for Two Semesters)

#### What is it all about?

Discussing the house and home, where you live and helping with housework. Talking about your daily routine and planning a holiday at a French-speaking destination. You will talk about activities in the past and increasing awareness of French-speaking countries and their cultural aspects. This subject will forge links with overseas students and establishing relationships with native French-speakers.

#### What will I learn?

- You will learn how to communicate in French using the present, past and immediate future tenses
- You will begin to write longer texts and learn how to construct more complex sentences
- French culture and daily activities will be contrasted with Australian culture. This will include comparing French and Australian leisure activities, part time jobs and living conditions

#### What type of activities will I do?

- Developing speaking skills, enabling students to communicate more confidently and accurately in French
- Extending grammatical knowledge by learning new tenses in the past and the future
- Extending responses to give more detail, opinion and justification
- Writing longer pieces, working towards extended writing towards the end of Year 9 in specific text types
- Developing listening skills through longer extracts with more complex vocabulary, eliciting finer details
- Researching topics and producing presentations in different formats
- Comprehension of, and response to, short written material and aural texts
- Participation in short role-plays using scripted and unscripted materials
- Completing cloze grammar exercises
- Applying new and recycled grammar rules to construct sentences and short paragraphs
- Developing IT skills, sharing collaborative documents and using interactive software

#### Why choose this subject?

Choosing this subject will open many doors. It will provide you with an opportunity to travel and make contact at a deeper level with people around the world. There are many French speaking countries, apart from France where your travel experience will be enhanced by being able to speak the language. You will be offered opportunities to engage with French speaking students either by correspondence or on a home stay when international travel resumes.

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## Indonesian (Must be taken for Two Semesters)

### What is it all about?

Establishing and maintaining a spoken and written exchange related to daily routines and sporting activities; listening and reading to obtain information from spoken and written texts, identifying animals and their habitat and naming body parts; learning to bargain in the market and studying cultural traditions like puppetry and traditional songs.

### What will I learn?

- Students will learn how to piece together a range of vocabulary on a variety of topics, to enable them to build conversations and comprehend the language of Bahasa Indonesia
- There is the opportunity in Year 9 for students to delve into cultural aspects of life in Indonesia and to understand what cultural differences exist between life in the Archipelago and here in Australia
- In Year 9 Indonesian, students focus on creating a Personal Profile and being able to showcase their oral speaking
- Across a number of learning activities like roleplays, making voice recordings and through learning Indonesian songs, students will have the chance to see, in practice, how their language comes to life

### What type of activities will I do?

- The production and performance of a role play: 'A Visit to a Restaurant'
- Creation of a house plan
- Make and perform a Wayang Kulit puppet play
- Taking part in bargaining situations at a market
- Developing speaking skills, enabling students to communicate more confidently and accurately in Indonesian
- Extending grammatical knowledge by learning new tenses in the past and the future
- Extending responses to give more detail, opinion and justification
- Writing longer pieces, working towards extended writing towards the end of Year 9 in specific text types
- Developing listening skills through longer extracts with more complex vocabulary, eliciting finer details
- Researching topics and producing presentations in different formats
- Comprehension of, and response to, short written material and aural texts
- Participation in short role-plays using scripted and unscripted materials
- Completing cloze grammar exercises
- Applying new and recycled grammar rules to construct sentences and short paragraphs
- Developing IT skills, sharing collaborative documents and using interactive software

### Why choose this subject?

Students of Year 9 Indonesian build the skills to demonstrate a broadened understanding of Indonesian culture and they become confident in communicating in another language. This study of Indonesian allows students to develop high level skills in recall, comprehension, cultural understanding and how diversity works in practice in other places of the world. Year 9 Indonesian is a chance to have fun in the learning about another culture and its language. Be a part of this fascinating study and join us in the fun of communicating in another language!

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## Footy Codes (Offered Semester 1 and Semester 2)

*\*\*May only be taken for one semester*

### What is it all about?

Exploring and executing movement skills from a games-based approach. Exploring influences on movement including individual, task and environmental constraints on motor skill development for the football code activities. You will analyse the various football codes to review the importance of skill frequencies, movement patterns, heart rates and work to rest ratios. Exploring the football codes from a skill acquisition perspective and sports nutrition and its importance for athletic performance.

### What will I learn?

- The rules, skills, strategy, and game sense of various football codes through practical activities
- How to analyse motor skills and provide feedback on technique
- How to analyse a game and level of performance
- The benefits of nutrition before, during and after athletic performance

### What type of activities will I do?

- Touch football
- American football
- Soccer
- Australian/International Rules Football

### Why choose this subject?

You should choose this subject if you are willing to participate in practical classes and analyse performance during theory. You should also choose this subject if you are interested in the different football codes and how to improve performance through physical training, game sense, analysis, and recovery.

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## Hoops and Nets (Offered Semester 1 and Semester 2)

*\*\*May only be taken for one semester*

### What is it all about?

Exploring, understanding and executing movement skills from a biomechanics perspective – e.g. Newton's Laws of motion, force, levers and projectile motion. How can we use biomechanical principles to improve sport performance and technique when performing certain skills? Exploring the role of sports psychology – in particular stress, anxiety and arousal. How do these factors affect athletic performance? Understanding the importance of injury prevention in sport – including the skeletal and muscular systems. What strategies can we put in place to ensure our bodies are well prepared for physical activity?

### What will I learn?

- The rules, techniques, and strategy in the sports of Netball, Basketball, Volleyball, Tennis and Badminton
- The psychological approach to athletic performance including ways to increase or decrease arousal levels and reduce stress levels
- Methods in injury prevention such as warm-ups and recovery

### What type of activities will I do?

- Netball, basketball, volleyball, tennis, badminton
- Lab tasks linked to sports psychology topics
- Peer coaching and drill development

### Why choose this subject?

You should choose this subject if you are interested in participating in practical classes and then relate theory to content covered in class. You should also choose this subject if you are willing to participate in peer coaching and drill development sessions.

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## Strength and Conditioning

(Offered Semester 1 and Semester 2)

*\*\*May only be taken for one semester\*\**

### What is it all about?

**Students will need to complete an application form and fitness testing component to be considered for this elective.**

*This is a practical based subject and you will learn by doing. You MUST be willing to actively participate in all fitness based practical activities. It focuses on practical work, not written theory work.*

You will visit Federation University Sports Precinct and work with the Strength and Conditioning coaches, to enhance your chosen sporting pursuits and work with coaches to design an individual training program that the students will complete each week. You will learn to use the gym equipment safely and the correct technique to complete an individual session each week.

Students will discover the need for specific flexibility and core strengthening program to improve their personal sporting performance and evaluate and understand the role of specific running programs in enhancing the athlete's chosen sport.

### What will I learn?

- You will learn how to design warmups, conditioning phases and warm downs of a training session
- You will be able to design training sessions and training programs
- You will learn correct gym etiquette
- You will also learn the correct technique to perform movements in the gym successfully such as squats, deadlifts, bench press and core exercises
- You will learn how to design conditioning sessions to improve strength, speed, power, and cardiovascular fitness

### What type of activities will I do?

- Weight training
- Plyometrics
- Interval training
- Core training, mobility training and flexibility work
- Cardio and flexibility training
- Understand the role of and complete an athlete-training diary
- Fitness testing at Federation University and at school
- You will attend Federation University for your double lessons to work with a number of strength and conditioning coaches. During your lessons at school you will participate in a range of fitness-based activities

### Why choose this subject?

You should choose this subject if you are interested in health and fitness and you want to learn how to improve your health and fitness. It will also give you the skills to improve your strength, body composition and cardiovascular fitness. The content learnt can be applied to any athlete in regards to improve their performance.

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## Horticulture

Students can select each semester as a stand-alone subject; or they may elect to take both units, and study Horticulture for the entire year.

### Horticulture - Introduction to Horticulture (Semester 1)

#### What is it all about?

Skills in taxonomy – naming and identifying plants scientifically; learning how to propagate plants, using seed, bulbs, layering and other vegetative methods; the theory of plant growth and its practical application in training crop plants describing and analysing natural soils; identifying the signs and symptoms of garden pests and diseases, and recognising the animals that help us in the garden.

#### What will I learn?

- Naming and identifying plants scientifically
- How to propagate, grow and care for plants in the optimum conditions
- The Science of soil: structure, texture, & the microscopic life within it

#### What type of activities will I do?

- Compiling a weed herbarium
- Sowing seeds in pots and in the garden beds
- Setting up plant husbandry trials in the garden
- Pruning and shaping plants to maximise production
- Carrying out scientific tests, including soil and pH testing
- Caring for summer crops, and harvesting the produce from the garden

#### Why choose this subject?

You enjoy Science and would like to learn more about its applications in Horticulture; you would like to develop skills that you can use in my garden at home. You enjoy practical work and gardening and would like to apply scientific tests to real-life situations. You can see links to farming, landscaping, horticulture or land management career opportunities.

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### Horticulture - Science meets Art (Semester 2)

#### What is it all about?

Skills in taxonomy – further levels of plant naming and study of plant families; propagating plants by more artificial methods, including stem and leaf cuttings; applying plant training theory to the pruning of fruit trees and vines; artificial growing media – what we can use where we don't want to grow plants in soil and garden designing by applying graphic skills to presenting garden plans.

#### What will I learn?

- Naming and identifying plants scientifically
- How to propagate, grow and care for plants in the optimum conditions

#### What type of activities will I do?

- Photographing and identifying ornamental garden plants
- Winter pruning of fruit trees, shrubs, espalier trees and vines
- Testing the use of alternative growing media
- Investigating alternative garden methods like wicking beds and hydroponics
- Taking cuttings and propagating common garden plants by grafting
- Creating a garden design to meet the needs of a family or organisation
- Fieldwork in the garden – growing and harvesting spring crops

#### Why choose this subject?

You enjoy Science and would like to learn more about its applications in Horticulture. You enjoy gardening and working productively outdoors and would like to develop skills that I can use in my garden at home. You like to use your creative design skills.

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## Science and Technology: Food and Consumer Science (Offered Semester 1 and Semester 2)

### What is it all about?

This STEM course will investigate the Science involved in: The design, manufacture and analysis (microbiological, chemical and sensory) of food and other consumer products; introducing students to an area of study that connects science and food studies; allowing a practical application of science techniques to the manufacture of products used and consumed by the general public, introducing students to the varied occupational roles in the food and consumer industries.

### What will I learn?

- How food products are designed, developed and marketed
- How food is analysed (microbiological and sensory)
- The processes in place for food manufacturing and safety requirements
- Occupational roles in the food and science industries

### What type of activities will I do?

- The subject will be a balance between practical and theory with students
- Researching and developing their own new product (in the food kitchen) which will then be analysed (in the science laboratories)
- Assist in preparing future studies in VCE Science subjects and VCE Food & Technology

### Why choose this subject?

You enjoy Science and Food classes and would like to explore the connections between the two. You are interested in science and/or food technology and interested in learning more about the design, manufacture and analysis of food products.

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## Food Technology: The Treasures of Food (Offered Semester 1 and Semester 2)

*\*\*May only be taken for one semester*

### What is it all about?

Identifying, researching and developing confidence when cooking the key foods, e.g. fruit, cereal grains; researching and discussion regarding nutrition and healthy eating and gaining knowledge using a range of cooking techniques appropriate for a selected key food. We will be practising kitchen organisation, safety and hygiene principles and the further development of skills using tools and equipment.

### What will I learn?

- The ethical issues around food
- Food science
- Cooking processes
- Sensory evaluation of food products

### What type of activities will I do?

- Production tasks
- Designing some of their own meals/dishes
- Researching basic processes and cooking techniques

### Why choose this subject?

Food is a major part of our lives and its consumption has major impacts on the world around us. To be a healthy, informed and confident food consumer.

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## Wood: Design in Furniture (Semester 1)

### What is it all about?

Learning the correct and safe use of hand tools and basic power tools while designing and constructing a small bedside table; investigating, designing, producing and evaluating a small bedside table.

### What will I learn?

- Year 9 Wood: 'Design in Furniture' will see students work through the design process as they design, produce and evaluate a bed side table
- They will continue to build on carpentry hand skill, developed in Year 7 & 8 Woodwork
- Students will also be introduced to a range of power tools, as they work through a number of processes and correct techniques to safely produce a bed side unit
- Students will evaluate the completed product, recalling successes and challenges during the design and production stages, suggesting improvements for future development

### What type of activities will I do?

- Design task - designing, analysing similar products, technical drawings, developing cutting lists, production plans
- Producing - learning the safe use of hand and power tools including chisels and trimmers
- Evaluating - recalling critical steps of the production through production journals, recording modifications to the preferred option, analysing completed product

### Why choose this subject?

If you liked Woodwork in Year 7 & 8 and enjoy hands on learning and you are interested in developing a range of practical skills and thinking of a career in the building and construction industry.

[BACK TO SUBJECT CHOICES](#)

## Wood: Centre Turning and Design (Semester 2)

### What is it all about?

Designing, producing and evaluating a pedestal table; learning to safely use a wood lathe and investigating a variety of jointing techniques.

### What will I learn?

- Year 9 Wood: 'Centre Turning and Design' will see students work through the design process as they design, produce and evaluate a Pedestal table
- They will continue to build on carpentry hand skills developed in Year 7 & 8 Woodwork
- Will be introduced to a range of power tools and machinery, as they work through a number of process, using correct techniques to safely produce a Pedestal table
- Students will evaluate the completed product, recalling successes and challenges during the design and production stages, suggesting improvements for future development

### What type of activities will I do?

- Design task - designing, analysing similar products, technical drawings, developing cutting lists, production plans
- Producing - learning the safe use of hand and power tools including biscuit joiner, jigsaw and wood lathe
- Evaluating - recalling critical steps of the production through production journals, recording modifications to the preferred option, analysing completed product

### Why choose this subject?

If you liked Woodwork in Year 7 & 8 and enjoy hands on learning and if you are interested in developing a range of practical skills and thinking of a career in the building and construction industry.

[BACK TO SUBJECT CHOICES](#)

## Metal: Furniture in Metal (Semester 1)

### What is it all about?

Learning to safely use hand tools and power tools including saws, grinders and MIG Welder to design and produce a product.

### What will I learn?

- Year 9 Metal Technology students construct a range of metal projects using manual hand tools and could use a range of manufacturing equipment such as industrial lathes as well as Oxy and MIG welding processes; introduction to sheet metal and sheet aluminum
- You will have the opportunity to learn cutting, folding and joining techniques and will be introduced to basic hand tools and basic electrical equipment to help with the manufacture and finish of products
- You will be required to complete a set project as an introduction to the subject
- You will then need to draw a basic design of the chosen product to use as reference whilst manufacturing the chosen product
- You will be required to submit a final folio alongside your completed work that shows your understanding of the design process

### What type of activities will I do?

- Designing (sketching and drawing)
- Production techniques
- Finishing techniques
- Working in teams and evaluating

### Why choose this subject?

Metal is a major part of construction and manufacturing as well as becoming informed about pathways in the metallurgical sciences and industry.

[BACK TO SUBJECT CHOICES](#)

## Metal Craft (Semester 2)

### What is it all about?

Learning to safely use hand tools and power tools to design and produce a product in Aluminium.

### What will I learn?

- Technical and design drawing
- Working in teams and groups and individually
- Safe use of tools and machines
- Problem solving
- Cleaning the room at the end of class

### What type of activities will I do?

- Designing (sketching and drawing)
- Production techniques
- Finishing techniques
- Working in teams and evaluating

### Why choose this subject?

To learn marking out and measuring, develop better mathematic skills in a practical setting and if you enjoy working with your hands then this is a subject you may enjoy. Also, to work with peers and develop interpersonal relationship skills and teamwork.

[BACK TO SUBJECT CHOICES](#)

## Systems Engineering (formerly Electronics): Light 'em up (Semester 1)

### What is it all about?

Students will design and produce their own 25x LED light display, which will also play tunes. This will be done with a PICAXE Microcontroller that the students will solder together and program themselves. They will also use CAD drawing to design, and laser cut their own display board to arrange their 25 LED's.

### What will I learn?

- Students will learn how to follow the design process as they design, produce, and evaluate their LED light display
- Students will learn how a basic electronic system functions, by using a microcontroller to operate input and output components

### What type of activities will I do?

- Soldering of electronic circuit boards and components
- 3D printing
- Laser cutting
- Computer Aided Design (CAD) drawing
- Programming

### Why choose this subject?

If you are interested in STEM learning activities such as 3D printing, laser cutting, programming or have an interest in creating electronic systems.

[BACK TO SUBJECT CHOICES](#)

## Systems Engineering (formerly Electronics): eSports (Semester 2)

### What is it all about?

Students will design and produce their own Basketball or Netball Hoop, which will play tunes and count your score via a 7-segment display. This will be done with a MICAZE microcontroller that the students will solder together and program themselves. They will also use CAD drawing to design and 3D print their own personalized hoop and laser cut a personalised backboard.

### What will I learn?

- Students will learn how to follow the design process as they design, produce, and evaluate their Basketball or Netball Hoop
- Students will learn how a basic electronic system functions by using a microcontroller to operate input and output components

### What type of activities will I do?

- Soldering of electronic circuit boards and components
- 3D printing
- Laser cutting
- Computer Aided Design (CAD) drawing
- Programming

### Why choose this subject?

If you are interested in STEM learning activities such as 3D printing, laser cutting, programming or have an interest in creating electronic systems.

[BACK TO SUBJECT CHOICES](#)



## Textiles: Creative Fashion I (Semester 1)

### What is it all about?

Producing a variety of articles through machine construction using commercial patterns. Students will evaluate their completed articles and identify ways of improving or modifying work.

### What will I learn?

- Students will also increase their fashion illustration skills and knowledge of fabrics to design a variety of textile products
- Year 9 Textiles will enable students to follow the design process to design, create and evaluate their own textiles products using a range of hand and machine sewing techniques and fabrics

### What type of activities will I do?

Learning basic construction skills using a commercial pattern:

- Carry Bag
- Pyjama Set - Top and Bottom

### Why choose this subject?

You will learn to design and make your own items using a sewing machine.

[BACK TO SUBJECT CHOICES](#)

## Textiles: Creative Fashion II (Semester 2)

### What is it all about?

Further developing the skills and knowledge previously learned at Year 7 – 9. Students will follow the design process to produce either a hoodie or crew neck sweatshirt following a commercial pattern and using a sewing machine. Students will evaluate their completed articles and identify ways of improving or modifying work.

### What will I learn?

- Students will increase their fashion illustration skills and knowledge of fabrics to design a zippered pouch and a sweatshirt/hoodie
- Year 9 Textiles will enable students to follow the design process to design, create and evaluate their own textiles products using a range of hand and machine swing techniques and fabrics

### What type of activities will I do?

- Learning basic construction skills using a commercial pattern: zippered pouch/hoodies or crewneck sweatshirt

### Why choose this subject?

Students will learn to design and make your own items using a sewing machine.

[BACK TO SUBJECT CHOICES](#)

## YEAR 9 SUBJECT SELECTION FORM

<b>Name:</b>	
<b>TA:</b>	

### How many subjects do I choose?

In addition to your core subjects (see table below), you have the opportunity to study subjects that you particularly enjoy or find interesting. These subjects may help you achieve your long-term goals.

In the table below you will need to choose a total of six subjects: three subjects for Semester One and three subjects for Semester Two.

**Note 1:** If you choose French or Indonesian, you must take this subject in both semesters; therefore, you will only need four other subject choices: two for Semester One and two for Semester Two.

**Note 2:** You will need to indicate two reserves for each semester, in case there is a clash with the electives you have chosen. Your reserves must be different from the elective choices you have placed in the table below.

SUBJECTS	SEMESTER 1	SEMESTER 2
Religious Education		
English		
Mathematics		
Humanities		
Science		
Physical Education/Health		
Elective Choice 1		
Elective Choice 2		
Elective Choice 3		
Different from those listed already for Semester 1 and Semester 2		
Elective Reserve 1		
Elective Reserve 2		

<b>Parent Signature:</b>	
<b>Student Signature:</b>	
<b>TA Signature:</b>	

# STRENGTH AND CONDITIONING APPLICATION FORM

The strength and conditioning elective is designed for students to enhance their individual strength to ultimately enhance their sporting pursuits. The course will give students the coaching and training from qualified instructors to improve their personal sporting performance.

There are **limited places** in the Strength and Conditioning elective. Students will be selected upon their application and their dedication to their chosen sport. Students will be expected to maintain high expectations of behaviour and performance expected of students at Damascus College. Each double lesson will be offsite at Federation University under the supervision of the Strength and Conditioning University Lecturer, Scott Tapley and overseen by Uni Sports Manager Eammon Gill.

## Personal Details

<b>Name:</b>	
<b>DOB:</b>	
<b>TA Group:</b>	
<b>School Email Address:</b>	

## Physical Activity Readiness:

Please list any medical conditions or injuries that may prevent full participation in the course.


## Sporting Participation:

Please list below sports or activities that you are involved/interested in and the clubs/associations that you represent.


## Reason/s for choosing Strength and Conditioning Unit:

Please describe in detail the reason/s why you would like to study this Unit.


APPLICATION FORM CONTINUES ON NEXT PAGE

### **Commitment to the Strength and Conditioning Program Activity Completion/Participation:**

The Strength and Conditioning subject is designed to help athletes who are committed to getting the best out of themselves in their sport and life. A key to this is attending in and participating in activities organised and supplied to the athletes, either individually or as part of the squad they are in.

The subject requires athletes to make a commitment to attend and participate in all activities connected to their program.

Reasons for non-participation need to be discussed with staff.

To make athletes/parents fully aware of the commitment they are required to make, we ask that the following checklist be considered and completed as part of the athlete application. It is a list of the activities/commitments required for the athlete to benefit from the subject.

Please tick each stated commitment, if you accept to undertake that commitment.

As an athlete applying for the Strength and conditioning program for 2024, I undertake to :

<b>Commitment</b>	<b>Accept</b>
Check regularly with teacher correspondence and respond as per directions in such correspondence (RSVP to sessions, provide information, etc).	
Maintain a strong academic focus and diligence across all studies at Damascus College and maintain the highest standards and behaviours.	
Advise staff immediately of any injuries or illness.	
Attend weekly training sessions and advise coaches of absence.	
Wear Damascus College uniform correctly and display role model behaviours to Damascus Students.	
Attend scheduled sessions on time and bring the required equipment to each session.	
Complete home or gym-based exercises and liaise with the strength and conditioning coaches on a regular basis around my progress and programs in this area.	
Attend and complete any other sport science activities included as part of the subject.	
Participate in school competitions in which you are striving to improve.	

### **Declaration**

I declare that the statements made by me remain up to date and are true at time of submission. Any information found to be false will result in this application being unsuccessful.

<b>Full Name:</b>	
<b>TA:</b>	
<b>Signature:</b>	
<b>Date (dd/mm/yyyy):</b>	
<b>Name Of Parent/Guardian:</b>	
<b>Signature Of Parent/Guardian:</b>	

Once completed please email an electronic copy to Joe Carmody [j.carmody@damascus.vic.edu.au](mailto:j.carmody@damascus.vic.edu.au) or drop off a hard copy to Pat Dillon in the PE Office (JSC).

Please make a time to see the HPE Learning Area Leader – Joe Carmody if you would like to discuss your application further.

# FREQUENTLY ASKED QUESTIONS





# Frequently Asked Questions

## Year 8 into Year 9

### What electives are offered in Year 9?

Students and parents can see the electives offered in Year 9 on page 3.

### What are the core subjects for Year 9 per cycle?

Note: There are 10 days in a cycle.

- Religious Education - 5 periods
- English - 9 periods
- Mathematics - 9 periods
- Humanities - 6 periods
- Science - 6 periods
- Physical Education/Health - 6 periods

### How many subjects do I choose?

In addition to your core subjects, you have the opportunity to choose three study subjects which you particularly enjoy and which will help you to achieve your long term goals.

You need to choose six subjects: three subjects for Semester One and three subjects for Semester Two.

**Note:** if you choose French or Indonesian, you must take this subject in both semesters, therefore you will only need four other subject choices: two for Semester One and two for Semester Two.

### What do I need to do in Year 8?

Fill out the draft subject selection form for Year 9 prior to your TA interviews. Subjects need to be signed by your parents and TAs prior to entering your preferences online in Term 3.



[damascus.vic.edu.au](http://damascus.vic.edu.au)

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