

# DAMASCUS COLLEGE

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## YEAR 9 - MY PATHWAYS

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2021





# 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 that if you choose French, Indonesian or Arabic, 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.

**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		•
Mathematics: Algorithmics and Coding	•	•
Arabic*	•	•
French*	•	•
Indonesian*	•	•
Footy Codes**	•	•
Hoops and Nets**	•	•
Horticulture - Introduction to Horticultural Science	•	
Horticulture - Science meets Art		•
Science and Technology: Food and Consumer Science	•	•
Information Technology: Adobe Illustrator Graphics and InDesign Publishing	•	
Information Technology: Adobe Animation and Dreamweaver Web Design		•
Food Technology: The Treasures of Food**	•	•
Wood: Centre Turning and Design	•	
Wood: Design in Furniture		•
Metal: Furniture in Metal	•	
Metal Craft		•
Electronics: Make Music Using Electronics	•	
Electronics: Communication Electronics		•
Textiles: Machine Madness	•	
Textiles: Creative Fashion		•

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

\*\* May only be taken for one semester



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

### What's it 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

### Activities students may engage in:

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

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## Drama: Acting Smart (Semester 2)

### What's it 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 a journey 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 and sound
- Learning to further skills in creating character through movement, voice and mime

### Activities students may engage in:

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

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## Art: Art Influences (Semester 1)

### What's it 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

### Activities students may engage in:

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

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## Art: Art Reflections (Semester 2)

### What's it about?

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

### Activities students may engage in:

- Research portraiture
- Analysis, discussion and evaluation of artworks
- Drawing, painting, sculpture

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

### What's it about?

- Experiencing and experimenting with the process of visual presentation through the use of diagrams and illustrations

### Activities students may engage in:

- Investigation of methods for pictorial drawings

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

### What's it about?

- Learning about the process of dimensioning, including mapping, in the building and metal industries
- Experimenting with the visual characteristics of objects and producing appropriate representation from a variety of angles

### Activities students may engage in:

- Working in the role of designer to create package designs
- Using freehand or instruments in design work

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## Music: Rock Through History (Semester 1)

### What's it about?

- Learning the basics of music notation and aurally recognising melody and rhythm in music
- Exploring the styles of popular music from the 1960's through to the 1990's
- Performing different styles of music from these decades as a group on a variety of instruments including voice

### Activities students may engage in:

- Using the instruments and voice to identify and develop different elements of music
- Developing music notation and aural skills through completion of written and aural tasks
- Exploring the decades of popular music by rehearsing and performing as a group and completing research tasks and an assignment task

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

### What's it 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

### Activities students may engage in:

- Analysing the development of the musical and music in film through performance, 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

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## Mathematics: Algorithmics and Coding

### What's it 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

### Activities students may engage in:

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

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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 too.

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.

## Arabic for Beginners

### What's it about?

- Suitable for absolute beginners
- An introduction to the Arabic alphabet
- Reading & writing Arabic script
- Basic conversation – greetings, sharing personal information
- Developing a basic knowledge of vocabulary – classroom objects, numbers, food, colours
- Cultural awareness – the geography of Arabic-speaking countries, music, food, festivals, news items

### Activities students may engage in:

- Learning the different shapes of the letters of the Arabic alphabet, practising writing and reading
- Listening to authentic Arabic recordings in order to elicit information
- Engaging in role-plays in Arabic, scripted and unscripted
- Creating an Arabic playlist
- Researching traditional Arabic dishes, cooking & sharing them
- Producing a presentation on an Arabic-speaking country
- Games
- Developing IT skills – using interactive software, collaborating on shared documents

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# French

## What's it about?

- Discussing the house and home, where you live and helping with housework.
- Talking about your daily routine
- Planning a holiday at a French-speaking destination
- Talking about activities in the past
- Increasing awareness of French-speaking countries and their cultural aspects
- Forging links with overseas students and establishing relationships with native French-speakers

## Activities students may engage in:

- 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

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## Indonesian

### What's it 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
- Naming body parts
- Bargaining in the market

### Activities students may engage in:

- 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
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- Comprehension of, and response to, short written material and aural texts
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- Applying new and recycled grammar rules to construct sentences and short paragraphs
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## Footy Codes

### What's it 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
- Analysing 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
- Sports nutrition and its importance for athletic performance

### Activities students may engage in:

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

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## Hoops and Nets

### What's it about?

- Exploring, understanding and executing movement skills from a biomechanics perspective – examples include 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?

### Activities students may engage in:

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

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# HORTICULTURE

Each semester can be selected as a stand-alone subject, or students may elect to take both units, and study Horticulture for the entire year.

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

Students explore the scientific explanations that inform garden practices, and carry out scientific investigation into factors that affect plant growth.

Field work in the garden focuses on the husbandry of summer crops leading to an autumn harvest, and then late autumn sowing of winter crops.

### Course content:

- Taxonomy – naming and identifying plants scientifically
- Plant propagation - by seed and by natural vegetative methods
- Plant training – theory of plant growth and its application in training crop plants
- Soils – describing and analysing natural soils
- Pests, diseases and allies – signs and symptoms of pests and diseases; animals that help us in the garden
- Semester exam

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## Horticulture - Science meets Art (Semester 2)

Students investigate the application of scientific understanding and design principles to modify plants and their growing environment.

Fieldwork in the garden focuses on protected sowings in winter and quick-growing spring field crops.

### Course content:

- Taxonomy – plant families of horticultural significance
- Plant training – pruning fruit trees, vines and shrubs
- Soils – alternative growing media, wicking beds and hydroponics
- Plant propagation - advanced methods of vegetative propagation including cuttings and grafting
- Garden design – applying graphic skills to presenting garden plans
- Semester exam

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## Science and Technology: Food and Consumer Science

### What's it 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

### Activities students may engage in:

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)
- studying the course for one semester, helping to prepare them for further studies in VCE Science subjects and VCE Food & Technology

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

### What's it 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 Illustrator and Adobe InDesign) to create and manipulate computer-aided graphics and desktop publishing

### Activities students may engage in:

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

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

### What's it 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

### Activities students may engage in:

- Designing and creating flash animation in Adobe Flash's design studio, including a project of a student's choice
- Designing and creating a website in Adobe Dreamweaver's design studio
- Research and analysis of theory work

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## Food Technology: The Treasures of Food

### What's it about?

- Identifying, researching and developing confidence when cooking the key foods, eg fruit, cereal grains, etc
- Gaining knowledge using a range of cooking techniques appropriate for a selected key food
- Practising kitchen organisation, safety and hygiene principles and the further development of skills using tools and equipment
- Continuing to develop greater complexity and knowledge of the design process

### Activities students may engage in:

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

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## Wood: Centre Turning and Design (Semester 1)

### What's it about?

- Designing, producing and evaluating a pedestal table
- Learning to safely use a wood lathe
- Investigating a variety of jointing techniques

### Activities students may engage in:

- Production
- Research
- Practising wood lathe skills and other techniques

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## Wood: Design in Furniture (Semester 2)

### What's it 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

### Activities students may engage in:

- Developing proficiency in woodworking
- Using tools and machinery safely

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## Metal: Furniture in Metal (Semester 1)

### What's it about?

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

### Activities students may engage in:

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

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## **Metal Craft (Semester 2)**

### **What's it about?**

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

### **Activities students may engage in:**

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

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## **Electronics: Make Music Using Electronics (Semester 1)**

### **What's it about?**

- Developing skills in the design and manufacturing of integrated electronic components that produce and amplify music
- Developing skills in design work and assembly techniques
- Learning how to find faults in systems using testing equipment

### **Activities students may engage in:**

- Making circuit boards and other systems

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## **Electronics: Communication Electronics (Semester 2)**

### **What's it about?**

- Exploring the world of electronics through the construction of small projects
- Learning about electronic components and how to construct circuits/minor projects safely
- Identifying basic components and their role in systems

### **Activities students may engage in:**

- Designing and producing simple electronic systems

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## Textiles: Machine Madness (Semester 1)

### What's it about?

- Producing a variety of articles through machine construction using commercial patterns
- Self-evaluation of completed articles, including ways of improving or modifying work

### Activities students may engage in:

- Learning basic construction skills using a commercial pattern e.g. pyjamas, boxers and natural fibre fabric
- Designing and creating a babushka doll using a range of techniques including applique, embroidery (machine/hand) and embellishment

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## Textiles: Creative Fashion (Semester 2)

### What's it about?

- Further developing the skills and knowledge previously learnt
- Developing skills and processes to incorporate into clothing articles zips, buttons/buttonholes, facings, collars and bindings

### Activities students may engage in:

- Using natural or natural blend woven fabrics to make a fashionable zippered garment of own choice using commercial patterns

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## 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>	

The background image shows a classroom setting. A female teacher is seated on a red beanbag chair on the left, holding a red book. Three male students in blue school uniforms are seated on red beanbag chairs. One student is looking at the teacher, while the other two are looking towards the right. A clear plastic storage bin sits on the floor between the students. Large windows in the background show a modern building exterior. A semi-transparent blue banner with the text 'FREQUENTLY ASKED QUESTIONS' is overlaid across the middle of the image. On the left side of the banner, there are several small, colorful sticky notes with various designs and text, including the word 'me' in cursive.

# FREQUENTLY ASKED QUESTIONS

## Frequently Asked Question 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 4.

### **What are the core subjects for Year 9?**

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

### **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 COLLEGE**

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