

Masada
College



Masada College Senior School

Year 7-12 2024 Subject Overview





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ENGLISH



Contact: Mrs Karen McEwen | kmcewen@staff.masada.nsw.edu.au

Our Mission

The English Faculty aims to make all students competent, articulate communicators, critical and imaginative thinkers and autonomous, reflective and creative learners. The study of English enables students to recognise and use a diversity of approaches and texts to meet the growing array of literacy demands, including higher-order social, aesthetic and cultural literacy. Through reading, writing, listening, speaking, viewing and representing experience, ideas and values, students are encouraged to adopt a critical approach to all texts and to distinguish the qualities of texts developing an enjoyment of English and an appreciation of its value and role in learning.



Incursions / Excursions

All years are exposed to a variety of Incursions/Excursions appropriate to their respective units of work. Some examples are as follows:

- Indigenous performers
- Sydney Writers' Festival
- HSC English Teachers' Association Lectures/Workshops
- HSC Student Days
- Seymour Centre 'The Tempest' & 'Othello'



Significant Annual Events

1. HSC English Extension II Showcase Evening
2. Masada TEDM Public Speaking Competition



Competitions

- Whitlam Institute What Matters? Competition
- Write4Fun Competition

MATHEMATICS



Contact: Ms Pauline Wong | pwong@staff.masada.nsw.edu.au

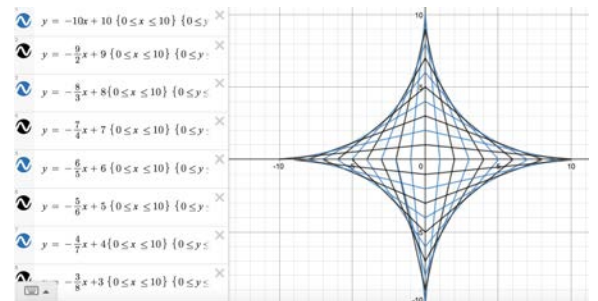
Our Mission

As a faculty, our mission is to:

- Inspire and engage students so that they become confident and creative users and communicators of mathematics
- Develop in each student the skills to enable them to investigate, explore, interpret and analyse situations in their personal and working lives and as active citizens. We encourage them to become critical thinkers and problem solvers
- Help all students develop intrinsic motivation by encouraging them to take responsibility for their own actions and their own learning
- Develop in each student an enjoyment and appreciation of mathematics, problem solving and lifelong learning

Our Curriculum

At Masada College our students study the NSW Mathematics Syllabus. Our excellent and highly experienced teachers provide a positive and supportive learning environment as well as a broad and comprehensive mathematical experience. Our teaching methods encourage students to develop critical thinking so students become confident in applying learnt skills to solve complex and interesting problems at all levels. Our HSC results have been consistently outstanding over many years due to the effective working relationships between our teachers and their students and the commitment and dedication of both our teachers and students.



Enrichment

We have a policy of enriching, extending and challenging students at all levels where appropriate to give our students an edge. Enrichment of students is encouraged within the classroom and many students participate in the Australian Mathematics Competition, Mathematics Challenge or the UNSW Maths competition annually. Enrichment is provided as part of the curriculum for talented students in Years 7 to 10. These lessons may cover topics of interest which are not normally part of the Mathematics syllabus. Students from these classes are encouraged to participate in the Mathematics Challenge run by the Australian Mathematics Trust. Students may also be selected to participate in the Year 7 and 8 HICES Mathematics Competition which our teams won in 2012 and 2019.



MATHEMATICS



Contact: Ms Pauline Wong | pwong@staff.masada.nsw.edu.au

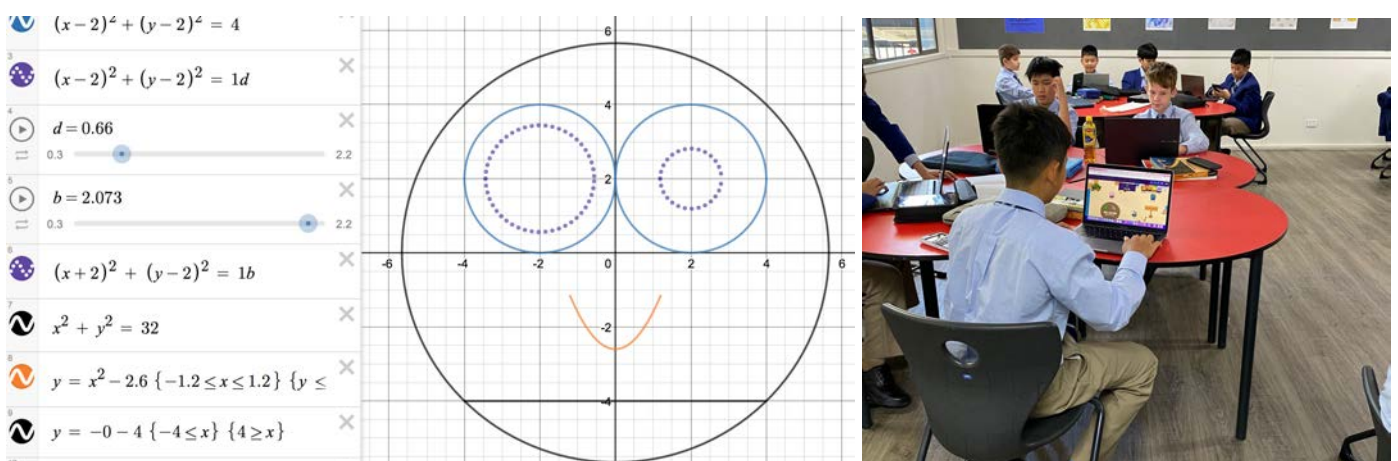
Support

Students who have difficulty with Mathematics are provided with excellent support. Classes are kept small for weaker students to allow for more individual attention. Special programs are also developed for individual students if necessary. Students from any level of Mathematics have many opportunities outside of class time should they require further assistance from their teachers, either through Maths Club or by organised lunch appointments.



Changes Are Afoot

A new Stage 4 and 5 curriculum is being implemented in 2024. This year our faculty is preparing programmes and resources to bring a smooth transition for our students. The new curriculum brings a heavier focus on working mathematically. Stage 4 consists of core topics for all students. Stage 5 consists of core topics and set path topics to prepare students for specific Stage 6 subjects. Stage 6 is due to undergo further curriculum changes in 2025.



SCIENCE



Contact: Mr Kevin Yau | kyau@staff.masada.nsw.edu.au

"Science is an imaginative adventure of the mind seeking truth in a world of mystery".

Sir Cyril Herman Hinshelwood (1897– 1967) English Chemist. Nobel Prize 1956



Our Mission

In Science and Technologies our mission is to:

- Engage students in meaningful learning
- Create an environment that gives students voice and choice in their learning
- Provide opportunities for inquiry, collaboration and innovation
- Provide opportunities to learn through hands-on, practical experiences
- Encourage students to become independent, lifelong learners and critical thinkers who are equipped to cope with a rapidly changing world



Courses

In Years 7 to 9 students engage in projects covering a range of scientific disciplines, including Physics, Chemistry, Biology, Geology and Astronomy. Students participate in a range of experiences, including problem solving, designing and undertaking practical experiments, modeling, first hand investigations, research tasks and oral and group presentations.



In Year 10, students rotate through the three major scientific disciplines, Biology, Chemistry and Physics. This provides them with an insight into what each of these subjects will be like in Year 11 and 12, thus enabling them to make informed decisions about pursuing these fields of study for their Higher School Certificate.

In Year 11 and 12, students have a choice of three 2 unit HSC subjects, Biology, Chemistry, and Physics. Year 12 students are also given the opportunity to undertake the 1 unit Science Extension course.

Biology seeks to explain the mechanisms behind living things and their interactions with each other and the environment.

Chemistry deals with the study of the composition of materials at an atomic level and their relevance to everyday life.

SCIENCE



Contact: Mr Kevin Yau | kyau@staff.masada.nsw.edu.au

With equal importance, physics aims to develop students' understanding of the forces in our universe and how these impact on our daily lives.

Students who excel in these subjects are eligible to further their studies by undertaking Science Extension. In this course, students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio.

Science Research

In Years 8 and 10 all students undertake a major assessment task in the form of an independent Student Research Project, where students identify a problem, plan a procedure to investigate the problem and then carry out an experiment and report on their findings. Students will be able to present their research to their peers, and parents this year.



Culture of Thinking

We have incorporated thinking routines into our programs at all year levels, in line with a **Culture of Thinking**. These challenging activities are ideally suited to the study of Science. They engage students and allow them to think critically to solve problems, link ideas and concepts, apply their existing knowledge, justify their decisions and understand how their thinking processes develop.

Our Laboratories

There are three laboratories used by the Masada College Science Department. Each of these is equipped with a comprehensive set of standard laboratory equipment and specialist models and apparatus for demonstrations and student experiments. We have dataloggers that connect to laptop computers for students to use in small groups. They include a variety of sensors and probes to allow for electronic data collection. We have also recently invested in a high powered digital microscope that allows students to examine live specimens and view objects up to 1000x. This has greatly extended our biology students' understanding of microscopic organisms. Last year we procured a set of smart cars which can be used to analyse motion. They collect data via sensors which produce live graphs showing different aspects of its motion. This is connected to mobile phones using bluetooth technology and has allowed our students to visualise physics concepts instantaneously.

Assessment

All assessment weightings adhere to NSW Education Standards Authority guidelines. In each year group students complete a range of assessment tasks including examinations, research assignments, oral and group presentations, practical investigations, first-hand investigations, and depth studies. Apart from the formal assessment tasks, each teacher also conducts their own assessments for the purpose of monitoring each student's progress.

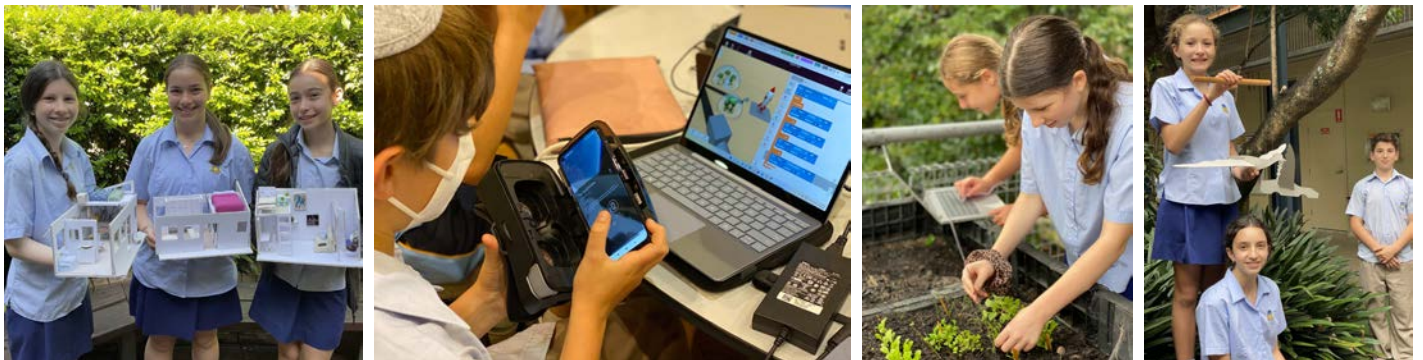
SCIENCE & TECHNOLOGIES - MANDATORY TECHNOLOGY STAGE 4



Contact: Mr Kevin Yau | kyau@staff.masada.nsw.edu.au

"The design process at its best, integrates the aspirations of art, science and culture." Jeff A Smith

Students in **Technology Mandatory** will explore problems and opportunities considering functional, economic, environmental, social, technical, and /or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.



Students will investigate how managed systems are used to sustainably produce food and fibre. They will explain food selection and preparation, food safety and make informed and healthy food choices. Students will collect and interpret data from a range of sources to assist in making informed judgements. They will explain how data is represented in digital systems and transmitted and secured in networks. Students will explain how force, motion and energy can be used in systems, machines and structures. They will investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.

It is the foundation course in Secondary education that provides broad experience in a range of contexts that can be further explored in Technology elective courses in Stage 5 and 6.



SCIENCE & TECHNOLOGIES - DESIGN & TECHNOLOGY STAGE 5



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"The design process at its best, integrates the aspirations of art, science and culture." Jeff A Smith

Design and technology gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse, generate, justify and evaluate ideas and experiment with technologies to manage and produce several quality design projects throughout the year. The diversity of approaches to **design** provides the scope to develop high order thinking, future thinking and understanding of conceptual principles.



The **design process** caters for a variety of student needs, abilities and interests, encourages students to take intellectual risks and experiment with resources when developing projects.



The development of **functional and aesthetic design solutions** allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies, in the production of their design projects. Students are able to explore and create using a variety of both traditional hand tools, power tools and digital technologies, available in our design space such as 3D printer, CNC milling and laser cutter.



SCIENCE & TECHNOLOGIES - DESIGN & TECHNOLOGY STAGE 6



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“The design process at its best, integrates the aspirations of art, science and culture.” Jeff A Smith

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. The subject, Design and Technology is inclusive of students' needs, interests and aspirations. It provides an opportunity for students to develop design projects in areas of their individual interest. In the past, students have completed projects around coding, furniture design, jewellery, fashion, food and metalwork. Using hand tools, power tools, designing tools and digital machinery.

Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, and explore current and emerging technologies. Through the completion of quality design projects, students are allowed to develop specific production and manufacturing skills. It also seeks to develop student's appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

The subject, Design and Technology is inclusive of students' needs, interests and aspirations. It provides an opportunity for students to develop design projects in areas of their individual interest. Including processes using materials such as timber, metal, coding, jewellery, fashion, 3D printing, laser cutting and CAD.



SCIENCE & TECHNOLOGIES - HOSPITALITY & FOOD TECHNOLOGY



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"It is of the utmost importance to say what should be done; it is even more important to say how it should be completed, but of the highest importance, is to do it" The Sage, Si-tien

Hospitality

The Hospitality curriculum framework enables students to acquire a range of technical, personal, interpersonal and organisational skills and to develop key competencies valued both within and beyond the workplace. Students acquire underpinning skills and knowledge related to functional areas within the hospitality industry. Students gain experience that can be applied to a range of contexts, including work, study and leisure. This course assists students in making informed career choices.



Food Technology

Stage 5 Food in Focus explores topics that range from advances in technology, historical information, best practices in food through to government guidelines. The students' knowledge is consolidated and extended through 'hands on' practical tasks. The course provides students with opportunities to make real-life connections between the content and skills they learn about and those of food and related industries.

Stage 6 Food Technology looks at the factors that influence food availability and selection. The students examine current food consumption patterns in Australia, correct food handling procedures, food safety, sensory characteristics and functional properties of foods to allow for quality food production. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. With the knowledge, skills and attitudes gained through the study of the syllabus, the students have the potential to contribute positively to their own future and to the social, economic and ecological future of Australia.



SCIENCE & TECHNOLOGIES - BIG HISTORY



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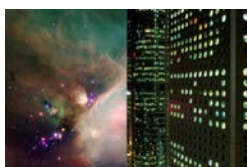
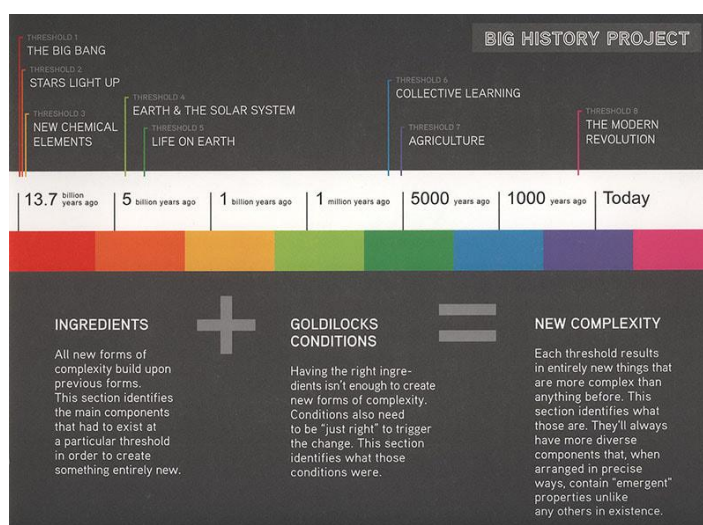
What is Big History?

What do you get when a chemist, an anthropologist, and a historian meet? Three very different yet equally significant views. By integrating multiple perspectives into our thinking, we come up with new questions and insights. By sharing the big picture and challenging students to look at the world from many different perspectives, this new integrated course aims to inspire a greater love of learning and help students better understand how we got here, where we're going, and how they fit in.

Big History is the attempt to understand, **in a unified and inter-disciplinary way**, the history of the Cosmos, Earth, Life and Humanity. Big History is ambitious - it seeks understanding by bringing together and linking the knowledge available in many different scholarly disciplines. Big History examines our past, explains our present, and imagines our future. It's a story about us. An idea that arose from a desire to go beyond specialised and self-contained fields of study to grasp history as a whole. This growing, multi-disciplinary approach is focused on high school students, yet designed for anyone seeking answers to the big questions about the history of our Universe. Big History is like nothing else. But if you had to categorise it, you could say it's a social studies course that runs on jet fuel!

Our Mission

The aim of this course is to develop students understanding, in a unified way, of the history of the universe from the 'big bang' to the modern day and explore the themes and patterns that can help us better understand the world we live in. It will also develop student's ability to synthesise complex information, develop key critical thinking skills and enhance their reading, writing, presentation and research through investigations and projects within an inter-disciplinary framework. It will also provide an overarching context for understanding the development of today's modern world in a way that is not covered by any other studies they will undertake at school.



Relevance to further study

Big History connects knowledge. Big History tells the story of the universe from the Big Bang to our complex modern societies by drawing on insights from disciplines such as astronomy, physics, biology, archaeology, history, and economics .



Big History empowers students by showing how different knowledge disciplines are connected and helps them reflect on the big questions: Why does our universe exist? Where do we come from? What challenges will the future hold for our planet and ourselves?

Big History enables students to pursue research questions across disciplinary boundaries, and offers fascinating possibilities to test new ways of thinking. Big History provides a powerful framework to address complex real-world challenges.

SCIENCE & TECHNOLOGIES - iSTEM

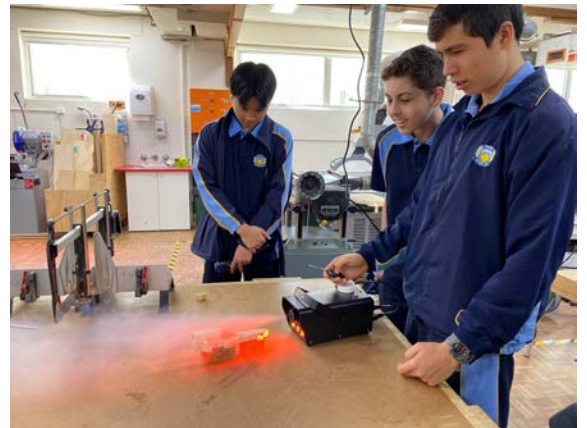


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iSTEM refers to science, technology, engineering and mathematics. The basic contributors to healthy STEM are research, international engagement and education.

iSTEM is an inter-disciplinary subject incorporating electives such as mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. iSTEM presents topics to students in ways that challenge not only their understanding of these subjects but also their ability to manage projects and work in teams.

This elective subject provides students with a curriculum to support the most up-to-date technologies. It engages students in problem based learning and involves them in real 'on-the-job' situations. This facilitates students to better engage in science, technology, engineering and mathematics, designed to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.



SCIENCE & TECHNOLOGIES - INDEPENDENT LEARNING PROJECT

Contact: Mr Kevin Yau | kyau@staff.masada.nsw.edu.au

Independent Learning Project is a unique elective subject focuses on highly personalised learning within a project-based framework.



The subject builds the 21st century skills of creative thinking; critical thinking; reflective thinking; collaborative and independent inquiry and communication and interpersonal skills. To demonstrate achievement of course outcomes, students work on at least one student-designed inquiry-based learning project. The purpose of the course is to develop a student's capacity to use their personal interests to drive their own learning, establish concrete skills for approaching HSC courses (especially those involving a major work) and most importantly to become successful lifelong learners.

This course is essentially about students bringing to fruition and depth an area of interest. In this course, students work independently on their chosen field of content with a teacher facilitating the course responsible for teaching thinking skills, research skills and presentation skills as well as monitoring student learning progress.



Students can seek the support of adult “mentors” who are experts in their chosen field and mentor them in the specific content areas. For example, in the area of neurology, the mentor can be a Science teacher, a neurology professor, a Science museum educator or even a parent that has the relevant content knowledge.

"It's not how much or how little you have that makes you great or small, but how much or how little you accomplish with what you have." Rabbi Samson Raphael Hirsch

Jewish Life and Philosophy

Education and critical thinking is of central importance in Judaism. It is the key to our children's place in our Jewish and international communities of tomorrow. At Masada we offer an enriched Jewish Life program, providing a solid foundation to develop, nurture and build a Jewish way of life in each student.

Formal Jewish Learning

At Masada, students in Years 7 to 10 participate in engaging **Jewish Life** lessons 3 to 4 times a cycle. The Jewish Life Curriculum is stage based and cyclical, including both formal and informal programs.

The **Stage 4** curriculum focuses on: The Fundamentals of Judaism - Abraham to Moses, The Building of a Nation - Life in the Desert, Judges, Prophets & Heroes - Pre-Temple Life in Israel, The Kings - 1st Temple Period, Babylon and Persia The Last Stand - 2nd Temple Period, Exile and Structure of the Oral Torah and Migration of Jews Across the Centuries. The Stage 4 program concludes at the end of Year 8 with a focus on Jewish Values (Personal) and an Exploration Project - notable Jewish Personalities

The **Stage 5** curriculum focuses on: Jewish Values (Interpersonal and Global), Judaism Throughout the Ages - How has Judaism adapted over the years? Contemporary Issues in Halacha - Medical and Ethical Dilemmas, Diaspora - Life in Exile. How has Judaism survived the ages? Development of Jewish Cultural Diversity and Australian Jewish History and the research and presentation of The Roots Family Heritage Project at the end of Year 9. From 2021, Year 7-10 Jewish Life is divided into extension and mainstream classes. This allows the curriculum to be differentiated in order to meet the learning needs, abilities and interests of all our students.

In addition to Jewish Life classes, which are for Jewish students, we offer a new course 'Judaism 101' which is taught to all non-Jewish students during their communication studies. This course provides an opportunity to learn the basics about who we are as a nation and a religion, the cyclical festivals, traditions and practices.

In Year 10 students tackle the 'big issues' of Philosophy - Fundamental Jewish Concepts & Identity (Prayer), Torah and Science. The year culminates with the research and presentation of the Jewish Exploration Project (JEX) and preparation for MIT (Masada Israel Trip).

The **Jewish History Curriculum** is also stage based. Students are taught Jewish History as a separate subject in Years 9 and 10. They have four periods a cycle. The **Stage 5** curriculum focuses on:

- Late 19th Century till 1948
- Development of Nazi Policies, Discrimination to Ghettoization 1933-1943
- Jewish Personalities - Resistance, Resistance continued, Partisans
- Deportations/Incarceration, Eli Wiesel's "Night" and Camp Conditions
- Auschwitz Birkenau and Righteous Among The Nations
- Modern Israel 1948-1973
- Modern Israel 1973 - 2020.

HSIE - BUSINESS STUDIES

(HUMAN SOCIETY & ITS ENVIRONMENT)



Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies at Masada encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. We offer Business Studies as a Preliminary course in Year 11 and an HSC course in Year 12.

Our Mission

Students who study Business Studies at Masada develop knowledge and skills that enable them to:

- Comprehend management, finance, employment relations, marketing and the impact of the global business environment
- Understand contemporary business theories and practices
- Investigate business establishment and operations
- Assess and evaluate business performance
- Understand theoretical concepts encountered in the business environment through stimulating case studies
- Examine the role of incentive, personal motivation & entrepreneurship in the success of business, especially in small business
- Become informed citizens dealing with issues related to business activity that impacts their lives
- Foster social & moral development by considering ethical responsibilities of businesses towards society

Extra-Curricular Activities and Special Events

Our students have the opportunity to participate in a variety of activities outside the classroom including:

- Australian Securities Exchange Share Market Game (played twice a year)
- Past excursions have been to the Zoo, Crowne Plaza Hotel and Sydney Aquarium for business case studies.
- Participation in the "Plan your own Business Enterprise" competition.

Support

Excellent support is provided for students who experience difficulty with any aspect of the Business Studies course. Tutorials are arranged by appointment with teachers to discuss progress and students are encouraged to email their work to receive feedback during holiday periods.

Our Results and Tertiary Study

Many of our students at Masada combine their Business Studies with other supporting subjects such as Economics and Accounting and then continue their tertiary studies in these areas.

HSIE - COMMERCE & ENTREPRENEURSHIP

(HUMAN SOCIETY & ITS ENVIRONMENT)



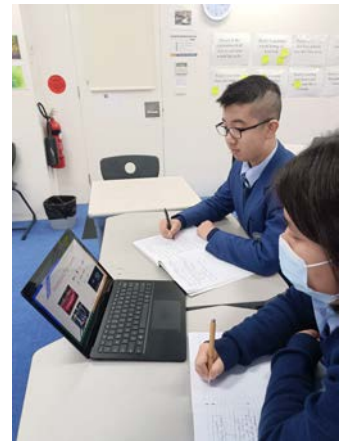
Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

Commerce & entrepreneurship provides the knowledge, skills, understanding and values that form the foundation upon which young people make sound decisions about consumer, financial, business, legal and employment issues. At Masada College, Commerce & Entrepreneurship is a compulsory 2 year course for Year 9 and 10.

Our Mission

Students who study Commerce & Entrepreneurship at Masada develop knowledge and skills that enable them to:

- understand consumer, financial, business, legal and employment matters
- problem-solve in relation to consumer, financial, business, legal and employment issues
- undertake effective research and communication
- work independently and collaboratively
- develop numeracy skills specific to organising and maintaining personal finances and record-keeping
- develop values in relation to ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- value & appreciate fundamental rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship.



Extra-Curricular Activities and Special Events

Australian share price movements



Our students have the opportunity to participate in a variety of activities outside the classroom including:

- Australian Securities Exchange Share Market Game (played twice a year)
- Excursions to places such as the Law Courts, Police station, shopping centres
- Various guest speakers may share their expertise with students
- In the past students have learnt how to develop and go on to run their own successful businesses

Relevance to Senior School Study

Many of our students at Masada find that Commerce & Entrepreneurship is a very useful stepping stone into Year 11 and 12 subjects such as Economics, Business Studies and Accounting. Not only does it give them a strong foundation in how to do the kind of multiple choice, short answer and essay questions that they may come across in senior years, but they are also introduced to the kind of language and concepts that are used in these subjects.

HSIE - ECONOMICS

(HUMAN SOCIETY & ITS ENVIRONMENT)



Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. At Masada we offer Economics as a Preliminary course in Year 11 and an HSC course in Year 12.

Our Mission

Students who study Economics at Masada develop knowledge and skills that enable them to:

- Comprehend the background & implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand what a change in interest rates, taxes, share values or the value of the Australian dollar means to individuals, businesses and the economy
- Analyse fluctuations in the global & Australian economy and their likely effects
- Understand reasons for changes in employment patterns, inflation & economic growth
- Identify appropriate strategies to protect the natural environment or improve income inequalities



Extra Curricular Activities and Special Events

Our students have the opportunity to participate in a variety of activities outside the classroom including:

- Attending economics seminars covering HSC topics.
- Speaking to economists about developments in the Australian and global economy.

Support

Excellent support is provided for students who experience difficulty with any aspect of the Economics course. Tutorials are arranged by appointment with teachers to discuss progress and students are encouraged to email their work to receive feedback during holiday periods.

Tertiary Study

Many of our students at Masada combine their Economics with other supporting subjects such as Business Studies and continue their tertiary studies in these areas.

HSIE - JUNIOR & SENIOR GEOGRAPHY

(HUMAN SOCIETY & ITS ENVIRONMENT)



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The aim of the Geography course at Masada College is to stimulate students' enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens are equipped to cope with the rapidly changing world.

Our Mission

Through the study of Geography, students will develop knowledge and understanding about:

- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community
- civics for informed and active citizenship

Through the study of Geography students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning. They will also develop skills in processing and communicating information and applying geographical tools. Geography is a compulsory part of the Stage 4 and 5 curriculum and an elective at Stage 6 (Preliminary and HSC).

Extra Curricular and Excursions

We have developed an extensive fieldwork program which includes a variety of activities that are integrated with the teaching/learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, fieldwork measurements and enquiry based learning. We, at Masada, believe that fieldwork is an essential part of the study of Geography.

Our students have the opportunity to participate in a variety of activities outside the classroom including:

- Our annual Year 8 Excursion to Sydney Water. This gives students the opportunity to see how our water and sewerage is treated as part of their 'Water in the World' topic.
- Our field trip to Mona Vale Beach and Coastal Zone helps our Year 10 students gain an insight into the Coastal Processes and Landforms as part of their study of Coastal Management.
- The Year 11 course includes a study of four focus areas and students are required to study all four. This includes Earth's natural systems, Human-environment interactions, People and Processes, and Geographical Investigation. This includes 12 hours of field work.



HSIE - JUNIOR HISTORY

(HUMAN SOCIETY & ITS ENVIRONMENT)



Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

Our Mission

We believe a knowledge of ancient civilisations, the Middle Ages, and the history of Australia in the 20th Century is an essential ingredient in producing an informed citizen of Australia and the world. At Masada we cover the compulsory components of the syllabus while fostering our student's passion for history.

The framework provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. Students that study History at Masada develop knowledge and skills that enable them to:

- Understand, develop and communicate ideas and information
- Understand and appreciate the physical, biological and technological world
- Understand and apply a variety of analytical and creative techniques to solve problems
- Understand, interpret and apply concepts related to patterns, structures and relationships
- Develop a system of personal values

Year 7 students are studying aspects of Archaeology, Ancient Egypt, Greece and/or Rome/China.

Year 8 students study the Medieval Age, Renaissance and Colonization and its impact on Indigenous Peoples.

Year 9 students study the industrial revolution, 19th Century China and World War One and Two.

Year 10 students study the post-World War Two decades, including the Cold War and its international and Australian contexts, changing Aboriginal Rights and Freedoms and the Vietnam War era.



HSIE - MODERN HISTORY & EXTENSION HISTORY

(HUMAN SOCIETY & ITS ENVIRONMENT)



Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

Our Mission

Students who study Modern History at Masada develop knowledge and skills that enable them to:

- study change and continuity over time
- undertake the process of historical inquiry
- be an informed citizen in a contemporary society
- appreciate the forces that have shaped the modern world from the eighteenth century
- acquire historical knowledge and understanding to facilitate critical analysis

Extra Curricular Activities and Special Events

Students have the opportunity to attend a Study Day at the University of Sydney, conducted by the History Teachers Association.

Masada students have the opportunity to participate in a variety of activities outside the classroom including:

- Museum visits
- HSC study days and seminars at several universities
- Visiting guest speakers

Support

Excellent support is provided for students who experience difficulty with any aspect of the Modern History course.

Tutorials are arranged by appointment with teachers to discuss progress and students are encouraged to email their work to receive feedback during holiday periods.

History Extension

This course available to all Year 12 students attracts a small but dedicated group of students who enjoy the analysis of historical perspectives and approaches to history. Their major topic focus in the course at Masada is John F. Kennedy.

Changing interpretations and perspectives regarding the construction of History has also been a focus. They have the opportunity to study a topic of their own choice by way of a Major Work.

HSIE - INTERNATIONAL STUDIES

(HUMAN SOCIETY & ITS ENVIRONMENT)



Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

International studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.



Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but is not limited to, this region.

Students gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others.

Students in Year 9 undergo a focus study on modern Israel and gain an understanding of cultural and historical changes over time.

In Year 10 students complete a unit of work on Holocaust studies that is mandatory for all NSW students in stage 5.



Students learn to conceptualise and explore inter-relationships and empathise with others at a local, national, regional and global level.

In summary, International Studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to building a cohesive and just world.

HSIE - SOCIETY & CULTURE

(HUMAN SOCIETY & ITS ENVIRONMENT)



Contact: Mrs Robyn Grana | rgrana@staff.masada.nsw.edu.au

The aim of Society and Culture is to develop a student's knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy by examining the interactions between persons, societies, cultures and environments across time. At Masada we offer Society and Culture as a Preliminary course in Year 11 and an HSC course in Year 12.

Our Mission

The course aims to develop the knowledge and skills of a socially and culturally literate person by:

- becoming self aware, with a sense of personal, social and cultural identity
- showing concern for the welfare, rights and dignity of all people
- understanding continuity and change and the implications for our future
- communicating effectively
- showing critical discernment regarding the media
- researching efficiently and ethically
- empathising with people of different societies and cultures
- being capable of informed decision making and of taking action on social issues
- looking beyond the notion of 'us' and 'them'



In Year 12, students are required to complete a major piece of social research on a topic of their choice, a Personal Interest Project (PIP). This major work accounts for 40% of their HSC assessment. This is enormously beneficial in future study, in work, and in understanding the human actions, attitudes and relationships that emerge during the research process. Past students of Masada College have been very successful in this research task, with many obtaining interviews with significant members of the community (including politicians, community and religious leaders).

Support

Students are provided with excellent support for both their Personal Interest Projects and course learning. All Masada students in Year 11 and 12 can make an appointment with their teacher to discuss progress and gain assistance with their major work.

Extra Curricular Activities

- Study days in Sydney for HSC and special events.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)



Contact: Mr Matt Pellett | mpellett@staff.masada.nsw.edu.au

Our Mission

Personal Development, Health and Physical Education (PDHPE) develops a student's understanding of the importance of cognitive, social, emotional, physical and spiritual health. Students who study PDHPE at Masada develop knowledge and skills that enable them to:

- Improve their own and other's health, safety and wellbeing in a varied and changing context.
- Value the importance of lifelong physical activity.
- Develop key movement skills through participation and performance.
- Foster a sense of personal identity, build resilience and respectful relationships.



Program

The PDHPE/Sport department offers a broad and often challenging program for the students. The various theoretical and practical programs offered by this faculty will introduce students to significant current issues which stimulates rigorous debates and creates opportunities for extension study. A number of the programs will take the students outside their familiar environment to challenge them both physically and intellectually in a much broader setting.

The Year 9/10 elective, **Studies in Sport, Exercise and Recreation** course represents a broad view of the world of physical activity in a variety of contexts outside traditional PDHPE lessons. Candidates for this subject should be interested in learning about different aspects of sport and physical activity, how the body works in relation to various sporting environments, as well as engaging in the organisation, culture and social issues in physical activity. Excursions related to areas of study are also on offer, where students have the opportunity to kayak, abseil, climb, coach and even surf or ski! This course can provide a background for students who are considering a career in the sports industry and provide a foundation for students who are looking at further studies in Health and Movement Science in Year 11, 12 and beyond.



In Year 11 and 12 **PDHPE**, students investigate the health status of Australians and the interrelated factors that affect the health of individuals and communities. Students explore the factors that influence movement and performance and develop the skills to enhance movement potential for their lifetime.

It can prepare students for a career in sports sciences, coaching, teaching, exercise physiology, psychology, rehabilitation, research, social work, public health, workplace health and safety, and corporate health. Students learn through practical application of skills in the school gym, dissecting hearts in the science labs and gaining a first aid qualification.

CHINESE LANGUAGE & CULTURE



Contact: Mrs Adi Halevi | ahalevi@staff.masada.nsw.edu.au

课程介绍和学习目的:

中文作为世界上目前使用人数最多的语言有着不言而喻的重要地位。随着中国社会的高速发展所带来的契机和机遇，学习中文，无论对于母语学生还是非母语学生都有着非常明确的益处和帮助。

Course Description & Rationale



Chinese being the most used language in the world holds a significant role in the modern linguistic world. With the remarkable social and economic development recently observed in China, students with a solid understanding of Chinese culture and capability of communicating in Chinese will have access to much broader career opportunities and professional development.

课程优势及目标学生:

对于生活在海外的华人，本课程旨在加强学生使用中文语言的沟通和表达能力。帮助学生能够用中文更加精准、明确、生动的进行日常沟通和学术探讨。与此同时，本课程将帮助学生一系列的对中国社会现象，传统与当代文化进程，以及文学名片进行探究性和研究性的学习。从而加强学生对中华文明的辩证和批判性的理解认知。增强学生的文化民族归属感和自豪意识。同时为学生进入HSC中文文学课程打下坚实的基础。

Heritage & Native Language Student:

This course aims to strengthen students' language proficiency and communication skills in Mandarin in an overseas context. Students will be able to use Chinese with an advanced level of accuracy and clarity in a wide range of contexts including academic research and presenting. Students will also embark on the aesthetics of Chinese language and use the language with a great level of delicacy. In addition, students will embrace and explore a range of Chinese social and cultural phenomena, traditional and contemporary values, and famous Chinese classic and modern literature. It is required for students to adapt a critical and analytical approach in this course so that they can form a balanced and independent view about Chinese society and culture. The course also aims to boost student's sense of ethnic identity and their pride and confidence towards their heritage background. Students will also be prepared and lay a solid foundation for the HSC Chinese & Literature Course.



HEBREW



Contact: Mrs Adi Halevi | ahalevi@staff.masada.nsw.edu.au

At Masada College we offer two different courses of Hebrew studies:

Hebrew Modern & Classical

Hebrew courses at Masada are much more than just language courses. Students are provided with many opportunities to immerse themselves in the Hebrew language, in both formal and informal settings. This rich learning environment creates a deep understanding of Israeli History & way of life, as well as a rich knowledge of contemporary Israeli society and culture.



Modern Hebrew and **Classical Hebrew** are intrinsically linked. They share an overarching goal: to develop student's skills in Hebrew and offer the opportunity to think critically using the Hebrew language.

Modern Hebrew is an adaptation of '*Lashon Hakodesh*' in the contemporary world. The study of Modern Hebrew at Masada College opens up a world of culture, rich heritage, contemporary Israeli society and life which will take students on an exciting learning adventure. Students are immersed in day to day Hebrew conversations, engaging texts, art, entertainment, hosting of Israeli guests and more, as they embark on their language learning experience.

Classical Hebrew enables students to engage with biblical texts, as well as to understand the ideas, values and perspectives held within them. These skills allow for further advanced biblical studies, in Israel and later at a university level.

Beyond the classroom, our students are immersed in the Hebrew language and culture through initiatives such as annual Hebrew Camp, Hebrew Days, Israeli guest speakers, language competitions, technology, informal sessions with madrichim, interactions with our Twinning school in Israel, student published Hebrew newspapers, Hebrew assemblies, the production of short movies in Hebrew and using their Hebrew in Year 10 on the Israel Study Experience.

HSC Courses

At Masada College we offer both Classical and Modern Hebrew courses for the HSC. Year after year, our graduates historically achieve top states' marks and great outcomes within their HSC results.



CREATIVE ARTS - VISUAL ARTS



Contact: Ms Danna Rosen | drosen@staff.masada.nsw.edu.au

Our Mission

Visual Arts students are educated to become visually literate, visual thinkers and visual art makers.

Masada College's Visual Arts department supports a culture of confidence based on trust gained from experience. Students are encouraged to enter the art world by exploring a diverse range of artists and their artworks through galleries, exhibitions and texts. In the process of studying and making art, students develop research skills and learn to analyse visual and written texts. Through their senses students will find fresh connections and meaning, enabling them to interpret the world and the art world for themselves.

In our classrooms students engage in rigorous material and conceptual engagement, generating artworks in a range of forms including drawing, painting, ceramics, sculpture, printmaking, photography and videography. Pace and momentum build from the strength of the group dynamic. Students engage in individual and collaborative tasks through which they learn to identify and express their personal point of difference under the guidance of experienced teachers.

Visual Arts educates both affective and intellectual centres of the developing brain through which individuals can discover and express their personal creative powers. Visual Arts is a compulsory subject for all Year 7 and 8 students. Visual Arts is a popular elective for Years 9, 10, 11 and 12 students.

Special Events

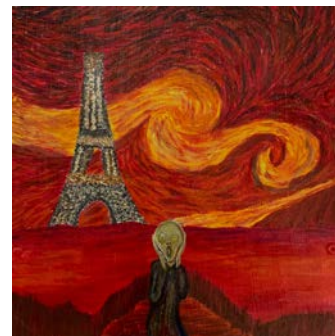
The Visual Arts and DAT Exhibition is held annually in August.

A one to two day **Visual Arts Extension Program** offers workshops for Years 8, 9, 10, 11 and 12 students.

Excursions and incursions include The Biennale of Sydney, The Archibald, Wynne and Sulman Prizes, The Museum of Contemporary Art and The Art Gallery of NSW. Site specific installations such as Sydney Museum's Edge of the Trees and the Brett Whitely studio are visited.

Achievements

- Exceptional HSC results
- Frequent Art Express representation
- Careers in Visual Arts
- External programs of study or competition opportunities



PERFORMING ARTS - DRAMA



Contact: Ms Jess Lyons | jlyons@staff.masada.nsw.edu.au

Our Mission

To foster a love of drama, empowering students to express themselves creatively and confidently.



Drama at Masada focuses on the students as authentic artists and will give the students rich opportunities to work as script writers, directors, actors and designers.

In Drama at Masada we aim to create a unique learning environment for students to fully develop and extend their artistic capabilities. Students' critical, creative and technical skills are sparked, explored, nurtured and profiled in our inquiry-based, practical workshops. The courses are designed to allow students to pursue their own unique creative pathways. The creative tasks are designed with enough flexibility for students to do this.

We believe in equipping students with the range of skills and mindsets required to create new and unique expressions in the arts. Through their experiences they are able to understand the ways in which the arts have the power to not only entertain, empower and enlighten but to pose and answer important questions we have about the past, present and future in the rich tapestry of our world. We hope that our students will be daring, diverse and confident in their ideas as they create their unique and impacting expressions about the world around them.

Drama is taught in Years 7 and 8 during one lesson a week and gives students the opportunity to create, perform and appreciate drama and theatre. Drama is offered as an elective in Year 9 and 10 and as a Preliminary and HSC course in Years 11 and 12.

Students are given the opportunity to:

- Create their own devised performances
- Write scripts
- Perform individually
- Perform as part of an ensemble
- Perform from scripts
- Develop skills as a director
- Develop skills as a set, costume, lighting or/and sound designer



Performance Opportunities

Students are given the opportunity to perform their work to invited audiences at different parts of the course. We offer a co curricular drama course once a week for students who wish to extend their skill sets as script writers, actors, designers and/or directors.

PERFORMING ARTS - MUSIC



Contact: Ms Jess Lyons | jlyons@staff.masada.nsw.edu.au

Our Mission

To enthuse a love of Music through engaging in performing, listening and creating opportunities.

Music is taught in Year 7 & 8 which allows students to perform, compose and listen to a variety of styles. They explore what music is and how to organise and manipulate sound to create unique compositions. In Year 7 & 8, students' gifts and skills are carefully nurtured to extend each student in their capability. Many students continue Music as an elective in Year 9 & 10. Gifted and committed musicians thrive in both the classroom and co-curricular program, developing their skills through the years before pursuing Music studies at the highest level in the HSC Music 1, Music 2 and Music Extension courses. An individualised approach to programming, incorporating performance opportunities, master classes and repertoire development, helps to ensure Music students develop to the best of their ability.



Performance Opportunities

Ensembles accommodate students on all instruments at all levels. Opportunities abound for individual performers as well as school ensembles and chamber groups to perform at school and community events. In addition, there are opportunities to compete in eisteddfods and music competitions. Our main yearly performance opportunities are:

- Rock the Fortress (Term 1)
- HICES Music Camp (Term 3)
- Twilight Concerts
- Performing Arts Showcase (Term 2)
- HSC Showcase (Term 3)

Ensembles

We have a large ensemble program covering a wide variety of styles. These include Vocal Ensemble, Concert Band, Jazz Band, Orchestra, Rock Bands, String Ensemble, Percussion Ensemble and Guitar Ensemble. Core ensembles are open to everyone while for Extension ensembles students need to be a regular attender at a core ensemble and either audition or be invited to join. Rehearsals occur once a week either before or after school or during lunch.

Private Music Tuition

Private Music tuition at Masada College is offered as individual or shared lessons. Lessons are normally scheduled during school hours. Many of our students learn an instrument and are involved in the ensemble program. Eight lessons per term are billed to the school account for private music lessons however parents may request more with written permission. The Masada College Music Program offers tuition in: Piano, Strings, Woodwind, Brass, Drums/ Percussion, Guitar/ Bass Guitar and Musicianship.

Career Education at Masada is a wide ranging program of activities to encourage and enable a student's career interests and aspirations to be explored and achieved.

Career Counselling Appointments are arranged with the Careers Adviser (parents are also welcome to attend). These typically occur in Years 10-12 to discuss a student's career interests and plans.

Career Assessment Students have the opportunity to participate in a comprehensive careers assessment, Morrisby Online. This assessment objectively measures aptitudes, personality and individual career interests and combines this information to generate suggested careers to explore. This information plays an important role when selecting subjects for Year 11 and 12, identifying post school education courses as well as selecting appropriate work experience options.

Higher Education Course/Scholarship Application and Interview Support Support and assistance is provided for students planning to apply for cadetships, scholarships or tertiary education courses which require an interview or application form (typically in Year 12).

Career Development Activities: Career development activities in school include year group information sessions on topics such as: job seeking skills, career interest exploration and post school education pathways. Year 11 students attend a career and education expo to expose students to the range of further education opportunities available to them. A Career Exploration Day for Years 10-12 is hosted at the College. At this event people from a wide range of different careers and industries discuss their career and educational pathways and provide career insights to students to assist them to better understand different work settings, educational pathways and careers.

Careers Information Library The Careers Adviser maintains a diverse library of resources including assessment tools, brochures, books and e-resources to enable students to research and explore different education, employment and training options.

Work Experience Coordination The College provides a work experience program for Year 10 students. Assistance with exploring options as well as coordination of necessary paperwork & insurances is available.

Visiting Speakers Universities, private higher education providers, TAFE, scholarships and cadetship programs are invited to the College to inform students about different careers, education and training opportunities.

Careers Adviser *Our Careers Adviser on staff at Masada College is Ms Christine Watson-Brown. Ms Watson-Brown is passionate about assisting people to achieve their career goals and is committed to supporting Masada students to make informed career and further education choices. Ms Watson-Brown's experience in career development has been gained from over 15 years working in Human Resources (HR) and Consulting within large corporate organisations and small to medium enterprises in Australia and Asia – including the CBA, Barclays Capital and Telstra. In these roles she has been involved in graduate recruitment and development as well as leadership selection and development. The early part of her career was spent working in the not-for-profit sector providing career counseling to individuals with significant barriers to employment. A registered psychologist, her qualifications include a Masters in Organisational Psychology along with a Bachelor of Arts (Psychology) Honours from Macquarie University. Ms Watson-Brown holds memberships with the Australian Psychological Society (MAPS) and Careers Advisers Association of NSW and ACT (CAANSW).*