



Masada College

Year 9/10

Subject Information Booklet

2020

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GENERAL INFORMATION

This booklet has been developed to help students and parents understand the courses offered at Masada College and the elective subject choices to be considered in Years 9 and 10.

Read the outlines carefully and if further information is required, please contact the College.

In Years 7 and 8 (Stage 4) at Masada College students study core and compulsory subjects, including: Drama, English, Geography, Hebrew/Chinese, History, Jewish Life/History or Communication Studies, Mathematics, Music, Personal Development, Health & Physical Education, Rock and Water, Science, Technology Mandatory and Visual Arts. These subjects form the basis of the Stage 5 (Year 9 and 10) and Stage 6 (Year 11 and 12) courses.

In Year 8 students choose TWO electives for study in Year 9. In Year 9 students will be given the option to continue their elective courses or choose different elective courses in Year 10, with the exception of Hebrew and Chinese which must be studied in Year 9 if students wish to study Hebrew or Chinese in Year 10. Student will be required to select one elective from each line (group) of subjects offered.

Note: Masada College reserves the right not to offer a subject which does not attract sufficient numbers.

A second round of choices may be necessary if students' choices are influenced by the distribution of subjects on lines. Any further changes to student choices will be discussed on an individual basis.

When considering the choice of subjects to be taken, parents and students are strongly advised to consider:

- i. a continuation of a broad based curriculum to support lifelong learning;
- ii. interest in a more in-depth study of any particular subject;
- iii. performance and achievement in study in Years 7 and 8;
- iv. student suitability to a particular subject.

Careers Advice is available from our Careers Advisor, by appointment.

COURSE OUTLINES

COMPULSORY SUBJECTS

Commerce and Entrepreneurship

Commerce and Entrepreneurship gives students skills and knowledge relevant to their lives as citizens and consumers.

The subject is taught with the aid of case studies, simulation exercises, incursions and excursions. This subject encourages students to participate responsibly and with confidence in the constantly changing world of commerce, the law and politics.

Core topics include: Consumer and Financial Decisions, the Economic and Business Environment, Employment and Work Futures, Law, Society and Political Involvement. Some of the wide range of optional topics include: Travel, Running a Business, Promoting and Selling, Law in Action, Towards Independence, Our Economy and Investing.

English

In Year 9 and 10 the study of English continues to develop students' reading, writing, speaking, representing and critical viewing skills. Students also develop knowledge and understanding of language forms and features and structures of texts. They develop skills to enable them to experiment with ideas, to become active, independent learners, to work with each other and to reflect on their learning. Students will continue to read widely.

Texts will include literature of the past and contemporary societies such as Shakespeare. Units of work will incorporate language and literature study as well as awareness of media forms and their elements. Students will continue to consider the importance of purpose and audience when analysing texts or writing their own.

Geography

The Geography course focuses on integrating various geographical concepts such as place, interconnection, scale and sustainability with Geography specific tools and inquiry skills, through the study of both global and locally relevant issues.

The **Year 9** course study includes:

- Sustainable Biomes
- Changing Places

The **Year 10** course study includes:

- Environmental Change and Management
- Human Wellbeing

Students will investigate the interactions between environments and communities across local to global scales, experience an inquiry-based approach to learning, develop an understanding of being informed, responsible and active citizens and acquire, process and communicate geographical information using geographical tools. Students will continue to undertake mandatory fieldwork in a range of engaging activities and locations.

History

The History course focuses on world history and Australia's place in that world in the 19th and 20th Centuries. History incorporates Civics and Citizenship from 1800 to the Present, as well as perspectives, literacy, site studies and research methodologies.

In **Year 9** the course content includes:

- The Industrial Revolution
- Case study on China in the 19th Century as part of Asia and the Modern World
- Australia at War in WWI and WWII

In **Year 10** the course continues with:

- Rights and Freedoms of groups within Australia including Aborigines
- Cold War 1945 - Present
- Australia in the Vietnam War Era
- How is History Displayed

International Studies (Non-Jewish students only)

International studies is an interdisciplinary 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.

They 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 students to understand and value inclusion, and to respect the rights of others. Students learn to conceptualise and explore interrelationships 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.

Jewish History (Jewish students only)

The Year 9 course in Jewish History will focus on the modern history of Jewish communities from the European *Haskallah* or Enlightenment period in the Eighteenth and Nineteenth Century, through to the rise of Nazi anti-Semitism in 1937.

Jewish History aims to give students an understanding of historical developments in Europe in the lead-up to the Holocaust, as well as the establishment of the modern Zionist Movement and its quest for a Jewish State.

The course constructs a platform for the study of the Holocaust and the history of the State of Israel for the Year 10 Jewish History course culminating in the Masada Israel Trip (MIT) and/or Israel Study Tour (IST) at the end of Year 10.

Jewish Life (Jewish students only)

The Jewish Life course aims to offer students a positive Jewish learning experience which inspires them to continue their Jewish learning beyond the classroom. Through the study of philosophy, Jewish tradition and practice, as well as Jewish law the students are given the opportunity to question and engage with their unique heritage. The course is designed to be relevant as well as stimulating for the students.

Some of the topics include:

- Success – the ultimate tools for life
- Blessings – the ultimate acknowledgement
- Charity – the ultimate investment
- Torat Chaim – acknowledging the nature and purpose of personal challenges and suffering
- Habits and Happiness – positive psychology and Judaism

The course encourages critical thinking, welcomes challenges from students and embraces the opportunity for personal growth through learning.

Mathematics

Students study Mathematics as a compulsory subject from Years 7 to 10. During Years 7 and 8 all students study the same Stage 4 course. At the end of Year 8, students are differentiated into three different Mathematics courses: Stage 5.1, Stage 5.1-5.2 and Stage 5.1-5.3.

Students in the Stage 5.1-5.3 class are those who have mastered the Stage 4 course to a high standard and wish to continue with Mathematics at a high level in Stage 6 doing Mathematics Advanced, Mathematics Extension 1 and/or Mathematics Extension 2. The Stage 5.1-5.2 class is offered for those students who have not yet achieved full mastery of the Stage 4 outcomes. These students usually continue with Mathematics Standard in Stage 6. The Stage 5.1 class is for those students who find Mathematics more challenging.

All classes study three content strands “Number and Algebra”, “Measurement and Geometry” and “Statistics and Probability” as well as one process strand, “Working Mathematically”.

Personal Development, Health and Physical Education

PDHPE strives to develop the whole person. An individual's development must be viewed in the context of the whole person, as the fine-tuning of many interrelated parts. Physical education is seen as an important component of achieving total health. It contributes significantly to self-esteem, self-confidence and the development of interpersonal skills.

The syllabus allows for an investigation of health issues and raises questions about many lifestyle practices.

Science

Science is a compulsory subject for all students in Years 7–10.

In Year 9 and 10 students will study a range of topics from the disciplines of Chemistry, Physics, Geology and Biology.

Students will undertake activities to help develop their problem solving, practical, investigative and analytical skills. These activities will include laboratory practicals, using IT and research projects.

ELECTIVE SUBJECTS

Big History

Big History is not what its name suggests - a large History course! 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.

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 interdisciplinary 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.

Chinese

In Year 9 and 10 Chinese is open to first and second language Chinese speakers and classes are organised in these respective groups. Reading, writing, listening and speaking are taught and, together with the exploration of contemporary issues and themes in Chinese community.

First Language Speaker

Students will also benefit from the depth and broad range of topics that are covered in this course. They will learn to critically review and study the social concepts and practices in Chinese society and examine to what extent their identity is influenced. Additionally, they will also develop a critical understanding of western social and academic culture in their own language with close reference to their own culture and identities. The course not only helps students to further develop their language skills in practical use (e.g. presentation, debate, discussion, negotiation, interview) but also facilitates students to better adapt to Australian ways of life and study.

Second Language Speaker

The study of Chinese is growing in popularity in developed cities around the world. In this course, students will either begin or develop their language skills and their cultural understanding. Students will learn Chinese language through a wide range of topics that are highly relevant to their daily life and Australian society. Additionally, students will be using various online learning platforms for a more efficient and effective learning experience. Students in the Year 9/10 program will have a strong focus in developing their speaking and listening skills which will benefit them during HSC preparation and achieving outstanding results. Learning Chinese provides students

with greater opportunities for continued learning and for greater competitiveness in future employment both domestically and internationally.

Design and Technology

The aim of Design and Technology is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

Design Project

A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation. The design projects are relevant to student needs and interests. Each successive design project offers new challenges to enhance the development of knowledge, understanding and skills.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students learn the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. Information and Communication Technologies are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

Drama

The Year 9/10 Drama program is a practical and creative subject that gives students an opportunity to gain experience in all aspects of the theatre industry in a problem-solving and group-decision making environment. Incorporating acting, set and costume design, directing and scriptwriting, Year 9/10 Drama gives students a chance to work analytically through high energy and experiential workshops. Separated into four core learning units, students will develop skills in improvisational, script analysis, acting techniques and design. The Drama elective is open to all students, regardless of previous experience, and is designed to teach students effective leadership skills and dynamic group skills.

Drama students become highly effective and confident communicators with valuable skills that can be easily transferred into other subjects and outside school.

Food Technology

The Food Technology Years 9 and 10 syllabus is concerned with the study of domestic, commercial and industrial applications of food technologies. Students investigate food through practical "hands on" applications and processes such as designing, researching, making, communicating and managing. It provides opportunities for students to evaluate the impact of food technologies on the individual, society and the environment.

The course has been designed to ensure that all students gain knowledge, skills and attitudes about the production, processing, properties, marketing, nutritive value and consumption of food whilst allowing flexibility in the selection and presentation of themes for the focus of study.

It provides opportunities for students to gain an understanding of a diverse range of activities involved in food technology; evaluate relationships between food technology, nutritional status and the quality of life; design solutions in response to specific food needs; develop environmental and social responsibility in the design and use of food and food technologies.

The focus areas include food in Australia; food equity; food product development; food selection and health; food service and catering; food for specific needs; food for special occasions and food trends.

Hebrew

The Hebrew course is certainly more than just a language course. This course provides a deep understanding of Israeli History, as well as a rich knowledge of contemporary Israeli society and culture.

Core topics include the kibbutz, the army, travelling during gap year, travel and tourism in Israel, as well as art, entertainment and other contemporary issues. This creates a rich learning environment by providing students with many opportunities to immerse themselves in the Hebrew language, in both formal and informal settings. The student learning experience is maximised through tailored, culturally based programs, which allow individual needs and preferences to flourish.

Guest speakers will present in-depth studies on different aspects of Israel in the Hebrew language and there will be a several Hebrew Camps throughout the school year. This course is the introduction to the Preliminary HSC Modern Hebrew Continuers Course which students will have the opportunity to select in Year 11.

iSTEM

iSTEM is an integrated subject available, incorporating science, technology, engineering and mathematics.

Incorporating electives that may include 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 to work in teams.

This elective subject provides students with 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.

Music

The Music elective is open to all interested students, regardless of 'talent' or previous experiences. The course is suited to any student who enjoys music and wants to find out more. Music lessons involve students in a wide range of musical experiences which will fall under three headings: performing, composing and listening.

Performance: Students will develop their performance skills through class activities and concert opportunities. These will involve both solo and ensemble playing in a wide variety of styles.

Composition: Students will experiment with sound and learn to compose in a range of styles and formats. Composition will involve practical creating as well as the use of computer technology. Music Mac Lab is loaded with GarageBand, Logic Pro and Finale composing and publishing software.

Listening: Students will hopefully develop an aural awareness and learn to transcribe music and critique music. The ability to hear and understand sound and structure, greatly increases the student's enjoyment of music.

Many students at Masada enjoy private music lessons on their choice of instrument, with our excellent peripatetic staff. Private lessons are not necessary for the study of this course however they are encouraged, as they will enrich the students learning.

The Music elective is a practical course which involves 'doing' to understand. The Music elective is a time to build on students' current knowledge and equip students with skills to be on their way to becoming the best musicians they can be.

Physical Activity and Sports Studies (PASS)

The content of this subject is constantly modified and adjusted to be appropriate for the needs of the group. The subject represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities. Candidates for this subject do not have to be 'athletic superstars' but they must be interested in learning about different aspects of physical activity as well as participating in a variety of pursuits.

The course extends the existing Junior PDHPE program and provides a sound foundation for further studies in Year 11 and 12 namely, 2 unit PDHPE.

The course will cover the following units of work;

- Coaching and Leadership
- Event Management
- Participating with Safety
- Outdoor Recreation (includes a Summer Camp)
- Lifestyle, Leisure and Recreation (includes a Winter Camp)
- Australia's Sporting Identity

- Body Systems and Energy for Physical Activity
- Physical Activity for Health

Visual Arts

The Stage 5 (Year 9/10) Visual Art programme integrates art-making practice with art historical and critical writing practice. Students use the content areas of Frames, Conceptual Framework and the Practices to support their learning. Students explore concepts through the forms of drawing, painting, collage, printmaking, sculpture, design and digital media.

The practices of making, critical study and historical study identify the different ways of engaging in and with the Visual Arts. They approximate, in the school context, the practices of the artist/craftsperson/designer, critic and historian within the field of the Visual Arts. Students attend a Visual Arts camp and Art Gallery excursion in order to engage in experiential learning in a wider context.

It is hoped the students will have an insight into the creative process, be able to produce finished art works and have a greater understanding of the art world through their experiences.