

Masada  
College



# Masada College Senior School

## Year 9 and 10 2024 Subject Information Booklet



## TABLE OF CONTENTS

### GENERAL INFORMATION 4

### COMPULSORY SUBJECTS 5

- Commerce and Entrepreneurship
- English
- Geography
- History
- International Studies (Non-Jewish Students)
- Jewish History (Jewish Students)
- Jewish Life (Jewish Students)
- Mathematics
- Personal Development, Health and Physical Education (PDHPE)
- Science

### ELECTIVE SUBJECTS 10

- Big History\*
- Chinese Language & Culture\*
- Design and Technology\*
- Drama\*
- Food in Focus\* (Year 9 students only)
- Hebrew\*
- Hospitality Fundamentals\* (Year 10 students only)
- Independent Learning Project
- iSTEM\*
- Music\*
- Philosophy\*
- Studies in Sport, Exercise and Recreation\*
- Visual Arts\*

***\*As some of our elective subjects are offered in alternate years, in 2024 students can select TWO of the subjects which have an asterisk.***

## Year 9 and 10, 2024

### Timeline for Subject Selection Process in Term 2

|        |  |
|--------|--|
| Week 4 | Thursday 18th May from 4pm-6pm: Subject Expo. Students will receive their Subject Selection booklets at this event. These will also be uploaded to our school website. |
| Week 6 | Wednesday 31st May: Subject selection presentations to students in Year 8, 9 & 10.<br>Year 8 & 9 in period 2.<br>Year 10 in Period 3-4.                                |
| Week 7 | Friday 9th June: Deadline for students to submit their Edval elective forms by this date via electronic submission.  |
| Week 8 | Draft subject lines will be created and sent to students to select their subjects via a Jot Form   |
| Week 9 | Monday 19th June: Deadline for students to submit their final choices. Subject choices finalised for all students.   |

The Subject Information Booklet contains advice on course selection and specific information relating to courses.

You should read the advice and information carefully, then after considering your priorities, plan your proposed course of study. Do not make a decision until you have sought and obtained all the information you need.



## 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 or 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. Exceptions, however, may be granted at the discretion of the Head of Learning Area (Languages) on the basis of a language assessment.

Students will be required to select one elective from each line (group) of subjects offered.

**Note: Masada College reserves the right to not 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 19<sup>th</sup> and 20<sup>th</sup> 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 19<sup>th</sup> 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. Additionally, Year 9 participate in a topic study of the evolution of modern Israel and Year 10 an in-depth study of the Holocaust that coincides with the Living Historians Project and fulfils their NESA mandated Holocaust studies. 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)

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 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. 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) 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, 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 students.

Some of the topics include:

- Roots Family Heritage Project
- Contemporary Halacha - Medical and ethical dilemmas
- Jewish Exploration Project
- Modern Israel Studies
- Philosophy - Fundamental Jewish Concepts and Identity

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

## Mathematics

All stages study three content strands "Number and Algebra", "Measurement and Geometry" and "Statistics and Probability" and one process strand, "Working Mathematically".

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. Students in Year 9 and 10 will complete all core topics and relevant path topics outlined in the new syllabus. There are paths designed to meet the needs of students who are aiming to do Extension, Advanced or Standard Mathematics.

From 2024, Year 9 and 10 students will be streamed into specific classes that focus on the appropriate core and paths for their ability and potential.

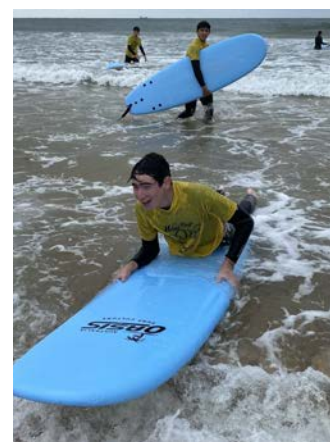




## Personal Development, Health and Physical Education (PDHPE)

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, Geology, Physics 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

***As some of our elective subjects are offered in alternate years, in 2024 students can select TWO subjects from the following elective subjects:***

- Big History
- Chinese Language & Culture
- Drama
- Food in Focus (Year 9 students only)
- Hebrew
- Hospitality Fundamentals (Year 10 students only)
- iSTEM
- Music
- Philosophy
- Studies in Sport, Exercise & Recreation
- Visual Arts

### Big History (offered in alternate years)

The revised 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 Language & Culture

This course is designed for students with Chinese being their first language or students coming from a Chinese family background. Students need to attain a good proficiency in the language for them to benefit the most from this course.

Students will be embarking on a journey where they not only improve their language skills, but more importantly, they will learn through critical reflection of some social and cultural topics prevailing in the modern Chinese community.



### For Native Speakers:

Students will 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 has been 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.

### For Heritage Speakers:

Students will learn Chinese language systematically with a specific focus on reading and writing Chinese characters. Students will also be introduced to a set of both Classical and Contemporary literary texts in order for them to gain aesthetic appreciation of Chinese literature. Not only will students be able to master the language for communication purposes, but they will also instil a sense of refined and moderated tone to their speech and writing. Lastly, 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.



## Design and Technology

The aim of the revised 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



In drama at Masada we aim to create a unique learning environment for students to fully develop and extend their artistic capabilities. Students' creativity is sparked, explored, nurtured and profiled in our inquiry- based, practical workshops and rehearsals.

We believe in equipping students with the range of skills and mindsets required to create new and unique expressions through performance. Through their experiences they are able to understand the ways in which performance has 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.

The Arts at Masada is designed to allow students to pursue their own creative pathways. The creative tasks are designed with enough flexibility for students to do this. The course focuses on

the students as authentic artists and will give the students rich opportunities to work as script writers, dramaturgs, directors, actors and designers throughout the year.



## Food in Focus (Year 9 students only)

The Year 9 Food in Focus course provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food.

Food for good health is important and through this course we aim to educate students about the vitality of good nutrition, through practical experiences in the kitchen. Students explore food related issues, allowing them to make informed and appropriate choices with regard to food.



Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety that food adds to life and how it contributes to both vocational and general life experiences.

## Hebrew



The Hebrew course is much 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 are often invited to present in-depth studies on different aspects of Israel in the Hebrew language and there will be 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.

## **Hospitality Fundamentals (Year 10 students only)**

Students will learn how to work effectively with others; participate in safe work practices; use hygienic practices for food safety; prepare and present sandwiches and prepare and serve espresso coffee. All these life skills will benefit them in their part time work and in their future lives. A key focus will be developing students' independence. Students will gain an understanding of how the industry operates, work on projects that reflect the industry and engage with a range of practical experiences.

## **Independent Learning Project**

This new and unique elective subject focuses on highly personalised learning within a project-based framework. The subject builds the 21<sup>st</sup> 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 will 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.

## **iSTEM**

iSTEM is an integrated subject, incorporating science, technology, engineering and mathematics. Areas of study 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 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.

## Music

The revised Music and the Human Experience course is open to all interested students, regardless of 'talent' or previous experiences. The course is suited to any student who enjoys music and seeks to develop their skills. This course involves students in a wide range of musical experiences which will fall under three learning experiences: 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, Muscore and Sibelius composing and publishing software.



*Listening:* Students will develop their aural awareness and learn to transcribe and critique music. The ability to hear and understand sound and structure, greatly increases one's understanding and 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 student learning.

The Music elective is a practical course which involves 'doing' to understand. This 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.

## Philosophy (offered in alternate years)

The new Philosophy course is unique to Masada. Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. This course will facilitate deep thinking about metaphysical concepts, the development of critical thinking and ways of thinking about humanity, the world and the history of intellectual discourse. Such discourse would seek to clarify, analyse, evaluate and define concepts and issues so as to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. Students will consider the role of the ancient world in developing philosophy considering individuals such as Socrates, Plato and Aristotle, the Enlightenment as a critical period of intellectual development through to modernity and contemporary thinking.



Ideas and concepts would facilitate study in subjects such as English, History, Science, Society and Culture, Economics, Mathematics, Physics, Biology, Design and Technology and so on.

This course has an ongoing focus on critical thinking and creativity. Students develop an extensive knowledge of the development of intellectual curiosity, thinking and its implications for humanity's development. Opportunities for independent research and real world problem solving would inform all subjects which engage in intellectual inquiry. The benefits would not only inform Stage 6 courses but future tertiary study. It would not only have value in a range of practical situations but also career paths that require the evaluation of arguments such as law, or those needing to make complex judgments such as in medical, pastoral or other human service occupations.

## Studies in Sport, Exercise and Recreation (offered in alternate years)

The 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. Studies in Sport, Exercise and Recreation aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Candidates for this subject should be interested in learning about sports and the foundations of physical activity, enhancing participation and sports performance and engaging in the organisation, culture and social issues in physical activity. This course provides a background for students who are considering a career in the sports or health industry and is a good foundation for students looking at further studies in PDHPE in Year 11, 12 and beyond.





The course will cover the following topic areas (over 2 years):

- Fundamentals of Movement Skill Development
- Australian Sporting Identity
- Event Management
- Physical Fitness
- Outdoor Recreation
- Issues in Physical Activity
- Body Systems and Energy for Physical Activity
- Coaching

## Visual Arts

The Stage 5 (Year 9/10) Visual Arts program integrates artmaking practice with art historical and critical writing practice. Students use the content areas of Frames, Conceptual Framework and the Practices to support their learning. They 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. Students reflect, in the school context, the practices of the artist/craftsperson/designer, critic and historian within the field of the Visual Arts. A Visual Arts camp and Art Gallery excursions are attended 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 and the world in general through their experiences.

