



MASADA COLLEGE

YEAR 7-12 2020 SUBJECT SELECTION BOOKLET

Masada College

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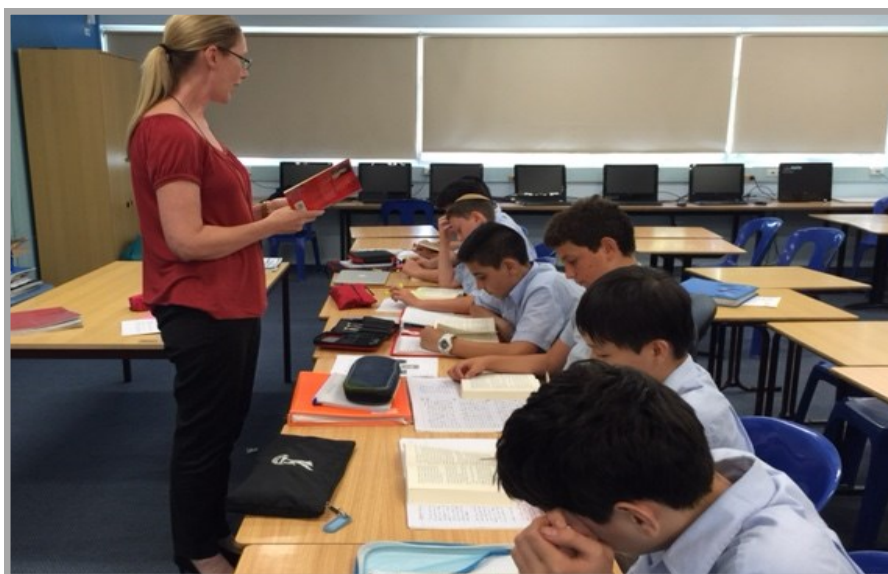




ENGLISH DEPARTMENT

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.



Achievements

Masada does consistently well for English across all courses in the HSC over the last ten years. Some notable achievements are as follows:

- 2018—80% of Advanced students in the top two bands
- 2017—80% of Advanced students in the top two bands / 15th in the state in English
- 2016 - 60% of HSC course were in the top two bands
- 2015 - One student placed 4th in the State in Advanced English
- 2014 - 80% of Advanced students were in the top two bands
 - One student placed 4th in the State in English Extension 2 and the student's Major Work Critical Response has been published in *Young Writers Showcase*.
- 2013 - 85% of Advanced students were in the top two Bands
- 2012 - 98% of Advanced students were in the two top Bands
 - One student nominated for *Writers Showcase* 2012
 - One student achieved an impressive Band 6 in Standard English (166 awarded in the state from more than 31,000 candidates)
- 2009 - all HSC Advanced students achieved a Band 5 or a Band 6 result
- 2006 - one of our student's Major Work short story was published in the *Writers Showcase* 6
- 2005 - 5th in the State in English

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ENGLISH DEPARTMENT (CONTINUED)

Incursions / Excursions

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

- CyberBully – play exploring issues of bullying and cyber-bullying
- Indigenous performers
- School Performance Tours 'The Shoe-Horn Sonata'
- Sydney Writers' Festival
- HSC English Teachers' Association Lectures/Workshops
- Bard on the Beach 'MacBeth'
- HSC Student Days
- Seymour Centre 'The Tempest' & 'Othello'
- Pop-Up Globe 'A Midsummer Night's Dream'

Significant Annual Events

1. HSC English Extension II Showcase Evening
2. Masada Public Speaking Competition
3. Book Week Author Visit and Workshop
4. HSC English Extension Workshop with University Academic

Competitions

1. Masada Public Speaking Competition
2. Masada Creative Writing Competition
3. The Sydney Morning Herald Young Writer of the Year Competition
4. Writenow! Competition – Sydney Writers' Festival
5. Whitlam Institute What Matters? Competition
6. Dorothea Mackellar Writing Competition
7. Write4Fun Competition





*"The essence of mathematics lies
in its freedom."*

Albert Einstein

MATHEMATICS DEPARTMENT

Mission Statement

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, interpret and analyse situations in their personal and working lives and as active citizens. We encourage them to 'think about their thinking'.
- Help all students develop '*The Leader in Me*' by encouraging them to take responsibility for their own actions and their own learning.
- Develop in each student an enjoyment and appreciation of mathematics and of lifelong learning.

Our Results

In 2018 our students achieved excellent results across all courses in mathematics. We had 41 Band 5 and 6's out of 46 in General and 2 Unit Maths and 34 Band E3 & E4's out of 37 in Extension 1 & 2 Maths, with a record number of 12 Extension 2 students. Our results have been consistently outstanding over many years. In 2013 we were placed 1st in the State in General Mathematics. Excluding selective schools, our HSC results in recent years have been as follows:

- 2018—4th in the State in General Mathematics
- 2015 - 7th in the State
- 2014 - 23rd in the State
- 2013 - 1st in the State
- 2012 - 5th in the State
- 2011 - 7th in the State
- 2010 - 1st in the State

Enrichment

We have a policy of enriching and extending students at all levels where appropriate. Enrichment of students is encouraged within the classroom and many students participate in the Australian Mathematics Competition or the UNSW ICAS Competition annually.

Enrichment lessons are also run outside the classroom for talented students in Years 7-11. These lessons usually 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 HICES Mathematics Competition which our Junior team won in 2012.

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MATHEMATICS DEPARTMENT (CONTINUED)

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.

Recent Changes

This year we are implementing all of the new Stage 6 Mathematics Courses and our staff have been busy preparing for these changes in all Stage 6 courses. New structures to assessments have meant quite a few changes to how students are assessed from Year 7 to 10 as well. We are aiming to refocus our assessment for learning to help students think and learn as well as develop skills to help them in all aspects of life. Our assessments focus on developing effective study skills from an early age.





*"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

SCIENCE DEPARTMENT

Our Mission

As a faculty, our mission is to:

Instill a love of Science and learning in our students within a positive, safe environment.

The Science faculty strives to inspire and facilitate in our students, the development of:

- Cooperation and respect for learning
- Observation skills
- Curiosity
- Scepticism and objectivity
- Investigation skills (theoretical and practical research)
- An understanding and ability to explain the world around them

So that our students:

- Achieve their academic potential
- Can make informed decisions
- Become independent learners with a lifelong thirst for knowledge
- Are equipped to cope with the rapidly changing world

Courses

In Years 7 to 9 students engage in a range of units of work covering all 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 four HSC subjects, Biology, Chemistry, Physics and Earth & Environmental Science. Biology seeks to explain the metabolism of life and the interactions of organisms 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. Physics deals with energy, motion and the forces in our universe and how these impact on our daily lives. Earth & Environmental Science deals with the structure and processes that occur on earth, as well as climate science and use of resources.

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SCIENCE DEPARTMENT (CONTINUED)

Excursions and Competitions

A number of excursions enhance the teaching and learning of Science at Masada College. These excursions allow content learnt in the classroom to be seen and experienced in a real world context.

- Year 7 Taronga Zoo Excursion to study classification and animal diversity
- Year 8 Excursion to the Powerhouse Museum to study energy and machines
- Year 11 Biology Excursion to the mangroves to complete fieldwork in ecology
- Year 12 Physics and Chemistry Excursions to the University of Sydney Kickstart Program, and Year 12 Biology Excursion to the Museum of Human Disease.

There are incidental incursions through our involvement with the CSIRO Scientists in Schools program in which Scientists will visit and work with students in various areas of interest and content. Year 9 and 10 participate in The Science and Engineering Challenge Competition which is a full day activity based competition undertaken by teams.



Science Evening

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. Our **Science Evening** allows students to present their research to their peers, parents and a panel of visiting scientists. We also display posters of every students' work.

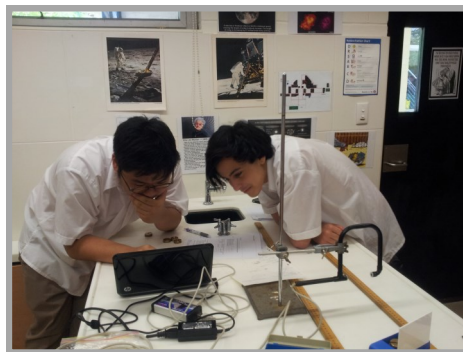


Culture of Thinking

We have incorporated thinking routines into our programs at all year levels, in line with the **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 a set of 10 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. Each Laboratory is also equipped with a data projector which connects to a computer allowing teachers to make use of internet sites PowerPoint presentations or short videos in their lessons. This also allows experimental data to be displayed in spreadsheets so that whole class sets of data can be processed.



Assessment

All assessment weightings adhere to the Board of Studies guidelines. In each Year (7-12) students complete a range of assessment tasks including examinations, research assignments, oral and group presentations, practical investigations and first-hand investigations.

Apart from the formal assessment tasks, each teacher also conducts their own assessments for the purpose of reporting on and monitoring each student's progress and developing skills.





HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) ANCIENT HISTORY

Our Mission

At Masada students who study Ancient History as a Preliminary course in Year 11 and the HSC in Year 12, develop an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. Students are encouraged to debate the historiography and events of various historical periods, societies and key personalities.



Our Results

Our Higher School Certificate results have been outstanding in Ancient History in the last few years.

- In **2018** 49% scored in Bands 5 and 6.
- In **2017** 50% scored in Bands 5 and 6.
- In **2016** 100% scored in Band 4.
- In **2015** 33% of our students scored in the top Band and 100% in the top 3 bands compared to the state average of 61%.
- In **2013** 75% of our students scored in the top Band and 100% in the top 2 bands compared to the state average of 26%.

Masada students enjoy the opportunity to work in small class sizes in Ancient History which enables them to develop critical writing, analytical and evaluation skills. The number of students studying Ancient History in the state has increased significantly in the last few years. Masada students love to discuss historical issues and events from a variety of perspectives which is reflected in our results.

The use of modern technology enhances their experience with interest notes and audio-visual resources made available after school hours. Extension reading and live camera feeds add a new perspective to the study of Ancient History.

Extra Curricular Activities and Special Events

Masada students have the opportunity to participate in a variety of activities outside the classroom including HSC study days and seminars at several universities.

Support

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

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BIG HISTORY

(AN INTER-DISCIPLINARY COURSE)

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 and 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.

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

BUSINESS STUDIES

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

Our Results

Our Higher School Certificate results have been outstanding in Business Studies for many years.

- In **2018 85%** of students gained **Bands 5 & 6**
- In **2017 85%** of students gained **Bands 5 & 6**
- In **2016 29%** of students gained **Band 6** with 71% of students in the top two Bands.
- In **2015 77%** of students gained **Band 6** (state average 8%) with 87% of students in the top 2 Bands
- In **2014 67%** of students gained **Band 6** (state average 9%) with 100% of students in the top 2 Bands
- In **2013 68%** of students gained **Band 6** (state average 7.9%) with 89% of students in the top 2 Bands

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 and Colmar Brunton, a market research agency
- Participation in the "Plan your own Business Enterprise" competition. Masada has had great success, winning in 2008 and being in the final in 2009, 2010, 2012, 2015 and in 2017.

Support

Excellent support is provided for students who experience difficulty with any aspect of the Business Studies. 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.

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

COMMERCE

Commerce 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 is offered as either a 1 year course (100 hours of study) or 2 year course (200 hours of study) during Year 9 and 10. Our classes are a composite of Year 9 and 10 students and we work on a two year cycle so that different topics are covered each year.

Our Mission

Students who study Commerce 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

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 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.

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) ECONOMICS

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

Our Results

Our Higher School Certificate results have been outstanding in Economics and in the past Masada has placed in the top 10 schools in NSW.

2018: **64%** of students gained **Bands 5 & 6**

2017: **69%** of students gained **Bands 5 & 6**

2016: **84%** of students gained **Bands 4 & 5**

2015: **100%** of students gained **Bands 5 & 6** with our top student being placed 1st in the State.

2014: **100%** of students gained **Bands 5 & 6**

2013: **73%** of students gained **Band 6** (state average 12%) & 93% were in the top 2 Bands

Masada students love to debate various issues and our small class sizes in Economics have given all students a chance to develop their analytical ability and this is reflected in our results.

Extra Curricular Activities and Special Events

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

- UNSW Australian Economics Competition (Masada students have had great success winning cash prizes for achieving High Distinctions)
- Attendance at economic seminars covering topics in the HSC
- Australian Securities Exchange Share Market Game (played twice a year)

Support

Excellent support is provided for students who experience difficulty with any aspect of the Economics. 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 Accounting and continue their tertiary studies in these areas.

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

JUNIOR AND SENIOR GEOGRAPHY

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).

Our Results

Our Higher School Certificate results have been outstanding in Geography.

In 2017 **100%** of our students scored in the top 2 Bands.

In 2016 **100%** of our students scored in the top 2 Bands.

In 2015 **100%** of our students scored in the top 3 Bands.

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 7 Excursion to Taronga Zoo. Students studying rainforest ecosystems have the opportunity to investigate the way in which animals have adapted to their environment.
- A Year 8 Excursion on the topic of water.
- 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.
- A study of Biophysical Interactions, with our Preliminary students visiting Long the Hawkesbury River to study the human and physical interactions of the 4 spheres as well as an examination of cultural integration and population dynamics in Sydney for Year 11.



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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) JUNIOR HISTORY

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, Rome and 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.

Extra Curricular Activities and Special Events

Medieval Day incursion (Year 8) and World War One Incursion (Year 9) are conducted where students are given hands-on experience of weapons and armour from these eras and an explanation of their use.

ANZAC Day and Remembrance Day ceremonies are narrated and led by Year 9 students.

Year 10 students visit the Hyde Park ANZAC Memorial and the National Maritime Museum and attend an incursion on the Vietnam War.



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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

MODERN HISTORY

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

Our Results

Our HSC results have been strong in Modern History.

- In **2018** 75% of our students scored in the top 2 Bands.
- In **2017** 88% of our students scored in the top 2 Bands.
- In **2016** 80% of our students scored in the top 2 Bands.
- In **2015** 92% of our students scored in the top 2 Bands.
- In **2014** 67% of our students scored in the top 2 Bands.
- In **2013** 100% of our students scored in the top 2 Bands.

Masada students love to discuss various historical issues and to develop their historical and analytical ability.

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. 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.

- In **2018** 100% of our students scored in the top 2 Bands.
- In **2017** 100% of our students scored in Band 4.
- In **2016** 100% of our students scored in the top 2 Bands.
- In **2015** 100% of our students scored in the top 2 Bands.
- In **2014** 100% of our students scored in the top 2 Bands.

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

SOCIETY AND CULTURE

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).

Our Results

- In **2018**, 71% of our students achieved a Band 5 & 6.
- In **2017**, 100% of our students achieved a Band 5 & 6.
- In **2016**, 100% of our students achieved a Band 5 (compared with 35% in the state.)
- In **2015**, 33% of our students achieved a Band 6 and 83% achieved in the top 2 Bands (compared with 12% and 46% in the State respectively)
- In **2014**, 46% of our students achieved a Band 6, 100% achieved in the top 2 Bands (compared with 13% and 45% in the State respectively)
- In **2013**, 60% of our students achieved a Band 6, 100% achieved in the top 2 Bands (compared with 15% and 47% in the State respectively)

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.

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

STUDIES OF RELIGION

Religion has been and is an integral part of human existence and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behavior and interaction within cultures and across time.

At Masada we offer Studies of Religion as a 2 Unit Preliminary course in Year 11 and a 2 Unit HSC course in Year 12.

Our Mission

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

- Describe and explain the characteristics of religion and belief systems, using appropriate terminology
- Identify and analyse the influence of religion on individuals and society, both locally and globally
- Examine the expression of religion and indigenous belief systems in Australia throughout history
- Evaluate how religious beliefs are expressed in the daily lives of adherents
- Investigate how significant people or schools of thought have impacted on the development and expression of religions
- Appreciate how religions offer their adherents ethical guidance on an array of contemporary issues
- Conduct effective research about religion and synthesise the findings from the research

Masada students love to debate contentious issues and our small class sizes in Studies of Religion give all students a chance to explore some of the big questions about the benefits and pitfalls of religion and its effect on individuals and society at large.

Our Results

- In **2018**, 55% of students achieved in the top two bands.
- In **2017**, 60% of students achieved in the top two bands.
- In **2016**, 63% of students achieved Band 5 compared with a state average of 49%
- In **2015**, 70% of students achieved a Band 5 compared with a State average of 34%

Extra-Curricular Activities and Special Events

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

- Visits to places of worship such as a Mosque and meditation retreats
- Youth Encounters Interfaith Days, designed to allow Studies of Religion students the opportunity to meet with students of other faiths and discuss with them their growing appreciation of different religions
- Email exchange networks with Studies of Religion students from local schools wishing to share information about their respective religions and learn more about Judaism.

The various programs offered by this faculty will introduce students to significant current issues within the classroom which stimulates rigorous debate and creates opportunities for extension study.

Studies of Religion answers questions such as:

- Is there a God?
- What is the purpose of life?
- Do Atheists believe in **anything** at all?
- Do Muslims pray to Muhammad or Allah?
- Does Judaism really believe in **the concept of** life after death?

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JEWISH LIFE

"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.

Programs

At Masada, students in Year 7 to 10 participate in engaging Jewish Life lessons 4-5 times a cycle. During these lessons students learn a wide range of Jewish topics and how they are relevant to their everyday lives. Students are kept engaged and stimulated through the use of ICT, relevant media, interactive lessons and interesting reading material. Topics include:

- Important Jewish personalities and their contributions to Jewish thought.
- Jewish Halachah (law) - from Kashrut (Jewish dietary requirements) to the observance of Shabbat and various other relevant categories.
- Chagim (Jewish Festivals) - including why we observe the particular Chag to what Halachot are involved in the observance and its spiritual significance.
- Examining the Tanach and the associated Rabbinic commentaries.
- Jewish moral issues—from how do we know there is a G-d to why we need to give Tzedakah (charity) and much more.
- Practical Judaism—from how to navigate through a siddur to how to treat your fellow man and contribute to your community. And Australian society
- Students are offered the choice of choosing Classical Hebrew for the HSC.
- Many opportunities to do Chessed in the community and beyond.
- Social Action to increase awareness of issues facing our society and wider world.

Informal

Our Informal team are a group of young and dynamic alumni and Israelis. They bring Judaism to life outside the classroom through our informal program. Some highlights include:

- Informal Shiurim (lessons) and Chevrutas (study sessions) are held daily at lunchtime and after school where students can direct their choice of learning.
- Various other informal programs are offered to enrich the appreciation for chagim and national days of celebration and mourning.
- Assemblies designed to educate on current Jewish calendar or Israel news.
- Exciting Shabbat programs.

Highlights

- A Year 7 and 8 Shabbaton
- The Year 9-11's each have a week of Jewish Studies camp. Madrichim from Israel team with local alumni to engage students with rich and challenging informal Jewish programs. A highlight is always Shabbat and the fun filled ruach sessions.
- The Living Historians program in which students meet and interview Holocaust survivors. The students gain a rich understanding of the Holocaust and make meaningful presentations to their survivors.
- Introduction of madrichim (youth leaders) in Year 11 to promote the College ethos and develop hadracha (leadership) skills.

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HEBREW

At Masada College we offer two different courses of Hebrew studies: Modern Hebrew and Classical Hebrew.

HEBREW

Hebrew courses at Masada are certainly more than just language courses; they provide a deep understanding of Israeli History, 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. On the other hand, through daily prayers our students are exposed to classical Hebrew; yielding insight into culture, thought and the literature of Ancient Israel. This encourages students to maintain and develop a deep appreciation of Jewish History, texts and way of life. 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.

Masada College 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.

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 sister 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.

All of the above organically fulfils our ultimate aim for our students; to learn Hebrew in an interesting and enjoyable way, so that they are conversant in Hebrew and comfortable within an Israeli context.

HSC Courses

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

Equally important, by course conclusion, our students tend to reach a high level of personal, communication skills. They gain the confidence of having thoroughly developed a new language skillset - something they can carry for the rest of their lives.

Beyond the classroom our students are immersed in the Hebrew language and culture through the annual Hebrew Camp, Hebrew Days, Israeli guest speakers, language competitions, technology, informal sessions with madrichim, twinning with a sister 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.

Our ultimate aim is for our students to learn Hebrew in an interesting and enjoyable way so as to be conversant in Hebrew and to be comfortable within the Israel context.

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CHINESE & LITERATURE

来自百图汇 www.5tu.cn

Course Description & Rationale

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population.

The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.

Chinese culture and language have a continuous history of more than 5000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

The study of it will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Topics and Themes of Study

The individual and the community

- Changing society
- Gender roles
- Family issues

Youth Culture

- Pressure on young people
- Place of education
- Traditional values with young people

Perspectives on identity

- Adapting new culture
- Chinese community overseas

Global issues

- Economic growth
- International influence on Chinese community



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Course Structure:

Year 7-8 Chinese Year 9-10 Chinese Bridging Course

Year 11-12 Chinese & Literature (HSC)



中文 & 中国文学

来自百图汇 www.5tu.cn

课程介绍和学习背景:

中文是世界上最重要的语言之一，也是联合国五种指定工作语言之一。全世界有近四分之一的人在说中文。

该课程的学习会强化学生对于中华文化在中国，澳洲及世界其他地方的认知和理解。使学生深入了解语言背后的文化价值观念。

中华文化的传承超过了任何已知文明拥有近5000年的文明史。学生应该对中国文化拥有无与伦比的自豪感和骄傲意识。学生应该在文学，语言，文化等方方面面全面了解自己本民族的文化语言传统和发展态势。以及知晓本民族语言文化如何对世界文化，价值挂念，意识形态产生影响并做出巨大的贡献。

在海外继续学习中文会对学生的身份认知产生积极的影响，学生可以更好的在了解自身民族特性的前提下，更好更积极的融入当地社会。

学习议题和方向

个人与社会

变化中的社会
性别差异与研究
家庭观念及话题

青年人文化

青年人面对的压力
教育与成长
青年人对传统文化的认知

身份认同

改变与适应
海外中华文化的探讨

全球议题

经济议题
中国面对全球化



课程结构

7至8年级 中文及语言 9至10 年级 中文衔接课程

11-12年级 中文及文学学习研究（HSC高考课程）

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"Success isn't something that just happens - success is learned, success is practised and then it is shared."

Sparky Anderson
Baseball Coach

PDHPE DEPARTMENT

Our Mission

The mission of this department is to motivate students to achieve their physical and mental best in Personal Development, Health and Physical Education and sport. While the students are achieving these goals, they are also learning that daily physical activity is essential in living a longer, healthier life.

Our mission is to ensure students recognise the value of participating in incidental or organised daily physical activity; that they experience a variety of physical activities which they may carry on into their lives.

We have also developed a program of physical activities which we hope the students enjoy and participate in for the intrinsic personal satisfaction of being involved in physical endeavour.

Program

PDHPE/Sport department offers a broad and often challenging program for the students. The various classroom and outdoor programs offered by this faculty will introduce students to significant current issues within the classroom 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.

Physical Activity / Sports Studies and Assessment

In Years 9 and 10 students are given the opportunity to delve a little deeper into the field of "Physical Activity and Sport". The Stage 5 PASS course is 50% practical and 50% theory.

Students may take the 100 hour course in either Year 9 or 10 or they may opt to stay with the 200 hours through both Years 9 and 10. The course embraces the idea of health and physical activity as a lifestyle choice, as well as exploring the rigours of participation in elite competition.

Outdoor Education and Assessment

Within the structure of the timetable, students have the opportunity to develop a respect, appreciation, understanding and love for the outdoors. From Year 7 through to Year 11 the opportunity to build this knowledge is available.

The elective option, PASS (Physical Activity and Sports Studies) in Years 9 and 10 will offer the opportunity to extend this interest. The elective runs as either a one year or two course. Students will experience a summer outdoor experience in Year A, participating in canyoning, rock climbing and camping. In Year B the students will participate in a winter outdoor education experience. The students will learn how to cross country ski, snow shoe and build basic shelters for survival. Students explore the process of growth and development and extend their understanding that growth occurs not only physically, but also socially, emotionally, spiritually and intellectually.



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PDHPE DEPARTMENT (CONTINUED)

PDHPE AND PASS COURSE OUTLINES				
	TERM 1	TERM 2	TERM 3	TERM 4
Y E A R 7	ADOLESCENCE AND CHANGE Puberty, hygiene and relationships	HEALTH MATTERS Risks and decision making skills	GET ACTIVE, GET HEALTHY Healthy choices, and healthy lifestyle	MANAGING CHALLENGES Resilience, choice and mental health
Y E A R 8	RISKY BUSINESS An investigation of social, legal and illicit drugs	FIRST AID Managing emergency situations and conditions	SUPPORTING MYSELF AND OTHERS Self-esteem/confidence, interpersonal skills	HEALTHY HABITS Being a knowledgeable consumer
Y E A R 9	SPORTING CULTURE The impact of sport in society	DRUGS: REALITY/ RISK Further investigation of social, legal, illicit drugs	HEALTH FOR LIFE What is a balanced lifestyle?	TEEN TALK Understanding the dynamics of peer groups and pressure
Y E A R 10	ROAD SAFETY Influences and impact of road trauma and young people	SEXUAL HEALTH Unlocking the mysteries of growth and development	CELEBRATING DIVERSITY Rights and responsibility	SHIFTING KNOWLEDGE Consumerism and healthy decisions
P A S S A	OUTDOOR RECREATION Summer activities and overnight camping	COACHING Learning how to construct and manage a coaching session	BODY SYSTEMS How we move and where we get our energy	PHYSICAL ACTIVITY Enhancing participation and enjoyment
P A S S B	EVENT MANAGEMENT Designing sporting events and galas	PARTICIPATING WITH SAFETY Creating safe participation	LIFESTYLE, LEISURE AND RECREATION Winter/snow activities	AUSTRALIA'S SPORTING IDENTITY Historical & contemporary issues in sport

Winter Snow Sports

Thredbo Ski Camp

We kick off the snow season with the annual Masada ski camp which takes place in the second week of the July school holidays. Students ski/snowboard for five days and will receive a 2 hour lesson each day.

Redlands Cup

Those students who feel they would like to compete have the opportunity with the Redlands Cup being held during the week that the school are on their trip. Both Alpine and Snowboard Grand Slalom are offered and ages range from Year 3 up to Year 12.



College Snowsports Championships

This is a competition that we stage ourselves and from this we determine our "Age Champions" both in Alpine and Snowboarding.

Interschools Snowsports Championships

The NSW Interschool Snow Sports Championships are held at Perisher. We compete in the Southern/ACT regionals. The students have the opportunity to progress through to the State Titles and subsequently to the National Championships held in Falls Creek.

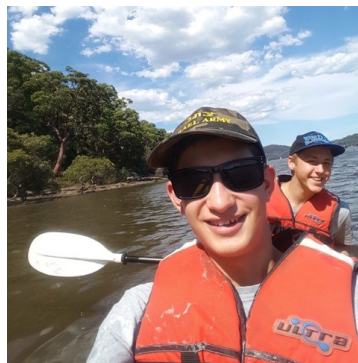




PDHPE DEPARTMENT

2019 EXTRA CURRICULAR SPORTS PROGRAM

	Representative Sport	RECREATIONAL SPORT	School Carnivals	Representative Trials	Zone Carnivals
Term 1	GIRL'S NETBALL GIRL'S FUTSAL GIRL'S HOCKEY BOY'S FOOTBALL RUGBY 7'S BASKETBALL	TABLE TENNIS PILATES FITNESS ATHLETICS	Swimming Cross Country	OPEN BASKETBALL OPEN CRICKET RUGBY 7'S U15 FOOTBALL U 15 NETBALL GIRLS TOUCH	Swimming
Term 2			Athletics	OPEN FOOTBALL BOYS TOUCH OPEN NETBALL	Cross Country
Term 3	BOY'S INDOOR CRICKET BOY'S FUTSAL BOY'S TOUCH GIRL'S TOUCH GIRLS FOOTBALL BASKETBALL			GIRLS INDOOR CRICKET U15 BASKETBALL	Athletics Snow Sports
Term 4				GIRLS SOFTBALL	Volleyball Triathlon





Jessie Fellner

CREATIVE ARTS

VISUAL ARTS

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 and other exhibition spaces including virtual exhibitions and texts.

In the process of studying and making art, students develop research skills as well as skills in analysing visual and written texts. Through their senses students will find fresh connections and meaning, enabling them to interpret the world and the world of art 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

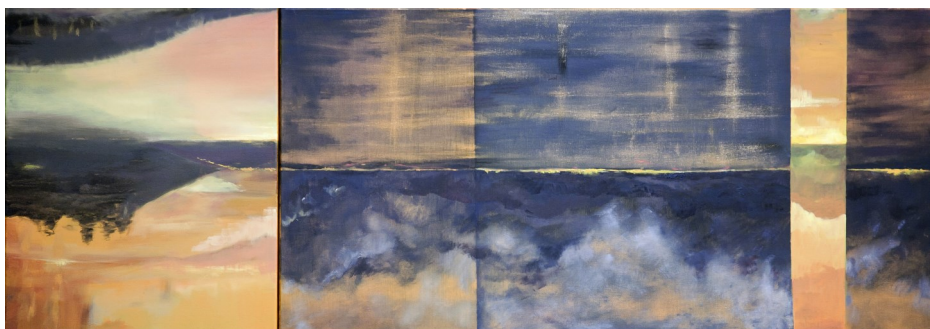
The Visual Arts and DAT Exhibition is held annually in August.

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

Excursions include The Biennale of Sydney, The Archibald, Wynne and Sulman Prizes, The Museum of Contemporary Art, The Art Gallery of NSW and The White Rabbit Gallery in Chippendale. Site specific installations such as Sydney Museum's Edge of the Trees and the Brett Whitely studio are visited. Year 7 students draw from live wildlife from the zoo as well as taxidermy specimens from the Australian museum.

Achievements

- Exceptional HSC results
- Art Express representation every year for the past 28 years.
- Careers in Visual Arts
- External programs of study or competition opportunities



Jeffrey Ji

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CREATIVE ARTS

MUSIC DEPARTMENT

Our Mission

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

Music is taught in Years 7 - 8 which allows students to perform, compose and listen to a variety of styles. They explore what is Music and how to organise and manipulate sound to create unique compositions. In Years 7 and 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 young musicians eagerly progress through to the Senior College to pursue their Music studies at the highest level studying HSC Music 1, Music 2 and Music Extension. An individualised approach to programming, incorporating performance opportunities, master classes and repertoire development, has helped 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)
- Cabaret (Term 2)
- HICES Music Camp (Term 3)
- HSC Showcase (Term 3)
- Twilight Concerts (Term 1, 2 and 4)

Achievements

2016 - one student shortlisted for ENCORE

2014 - 100% of Music students were in the top 2 Bands

- one student shortlisted for ENCORE

2013 - 100% of Music students were in the top 2 Bands

2012 - 100% of Music students were in the top 2 Bands

- one student selected for ENCORE

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CREATIVE ARTS

MUSIC DEPARTMENT *(CONTINUED)*

Tuition

Private music tuition at Masada College is offered as individual or shared lessons. Lessons are normally scheduled during school hours. Over 100 students learn an instrument and many are involved in the ensembles. Eight lessons per term are billed to the school account for private music lessons however parents may request more with written permission. Practice rehearsals for ensembles occur once a week either before or after school or during lunch. Times are set at the beginning of each term.

The Masada College Music Program offers tuition in:

- Piano
- String: Violin, Viola, Cello, Double Bass
- Woodwind: Flute, Clarinet, Saxophone
- Oboe and Bassoon on request
- Brass: Trumpet, Trombone, Euphonium and Tuba
- French Horn on request
- Drums/ Percussion
- Guitar/ Bass Guitar
- Musicianship
- Song writing

Ensembles

*(*these ensembles are dependent on numbers and interest)*

We have a number of Ensembles. 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.

Chamber Orchestra (Core)	Jazz Band (Extension)	Rock & Pop Bands (Extension)	Vocal Ensemble (Core)
Guitar Ensemble (Core)	*Chamber Groups (Extension)	Concert Band (Core)	Percussion Ensemble (Core)





"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

TECHNOLOGICAL AND APPLIED STUDIES (TAS)

FOOD TECHNOLOGY AND HOSPITALITY

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 Technology explores topics that range from advances in technology, historical information, best practices in food, 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.



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TECHNOLOGICAL AND APPLIED STUDIES (TAS)

FOOD TECHNOLOGY AND HOSPITALITY





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

Jeff A Smith

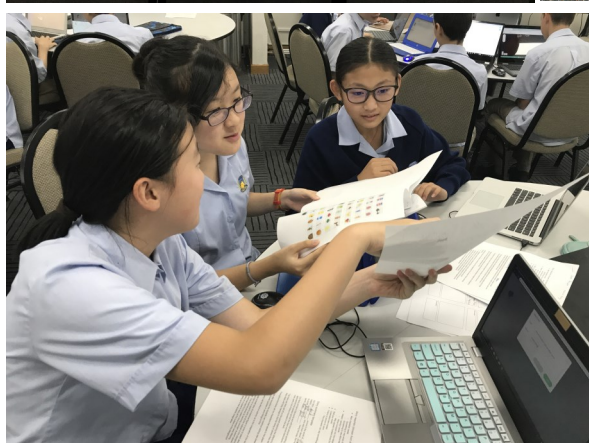
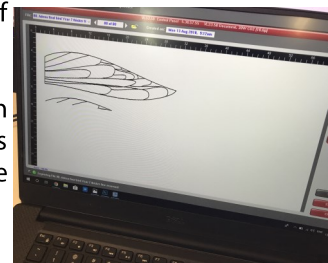
TECHNOLOGICAL AND APPLIED STUDIES (TAS)

TECHNOLOGY MANDATORY STAGE 4

Students in **Technology Mandatory** will explore problems and opportunities considering functional, economic, environmental, social, technical, and /or usability constraints. They investigate, select, justify and safety 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 safety 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.



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TECHNOLOGICAL AND APPLIED STUDIES (TAS)

DESIGN & TECHNOLOGY STAGE 5

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, such as 3D printer, CNC milling and laser cutter, that our design space has.

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

Jeff A Smith



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"Textiles Technology encourages students to be creative and at the same time learn about the materials that they are working with".

TECHNOLOGICAL AND APPLIED STUDIES (TAS)

TEXTILES TECHNOLOGY STAGE 5

Textiles Technology is an elective offered to Stage 5 students at Masada College. This course involves students developing their knowledge of fibre, yarn and fabrics, as well as the development of their skills through designing, manufacturing and production of textile items. Textiles Technology encourages students to be creative and at the same time learn about the materials with which they are working.

Throughout the year students will complete a number of different projects, finding their inspiration through various sources, from the world in which we live. Projects are selected based on the five focus areas which include: apparel, non-apparel, furnishings, textile arts and costume. Textiles Technology is available as a 100 hour or 200 hour course. The 100 hour course introduces students to the world of Textiles and allows them to develop skills in sewing, garment construction, fabric decoration and project portfolio documentation. The 200 hour course further develops previously learnt skills and knowledge and allows students to be innovative with their projects.

If students wish to continue with their study in Textiles Technology in Stage 6, they can choose Design and Technology as a HSC course, with a focus on Textiles.



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TECHNOLOGICAL AND APPLIED STUDIES (TAS)

DESIGN & TECHNOLOGY STAGE 6

Design and Technology has a unique focus on a Culture of Thinking to be creative, innovative and successful at implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

Design and Technology is inclusive of the needs, interests and aspirations of all students. It provides opportunities for students to develop design projects in areas of individual interest, to discuss equity issues related to design, production and manufacturing in the Australian society and to consider careers in the fields of design and manufacturing.

Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will articulate arguments on issues and consequences including environmental and social impacts. They will develop skills that are transferable and which lead to lifelong learning.



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iSTEM

(AN INTER-DISCIPLINARY COURSE)

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

What is iSTEM?

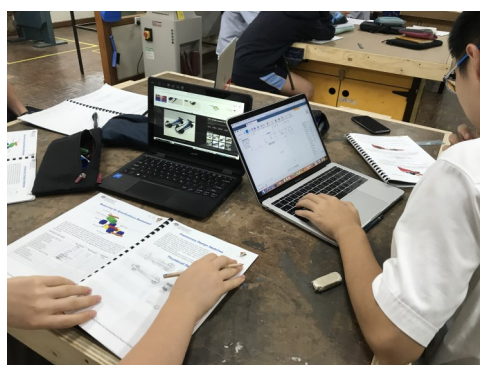
iSTEM is an inter-disciplinary subject incorporating electives such as mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. iSTEM presents topics to students in ways that challenge not only their understanding of these subjects but also their ability to manage projects and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

This elective subject provides students with 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.

Our Mission

Our goal is to provide a learning environment which values:

- Integrated approaches to teaching and learning;
- Use of project and problem based learning as well as inquiry based learning pedagogies;
- Emphasis on enterprise skills such as; complex problem solving, teamwork, communication, negotiation and creativity;
- More connected real-world learning, including industry contextualisation;
- Team teaching and research based approaches to teaching and learning.



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CAREERS DEPARTMENT

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 Individual appointments are arranged with the Careers Adviser (parents are also most welcome to attend) These typically occur in Years 10-12 to discuss a students' 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 in 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 and Excursions Individuals and year groups are invited to attend careers expos and university careers days to

expose

students to the range of career and 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 range of different careers, professions 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 Commonwealth Bank of Australia, 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).

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