



Year 7 & Year 8 Curriculum Booklet

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Roseville College Members of Staff

Academic Executive Staff 2022

Principal

Ms D Magill BEd MECh MACE MACEL

Deputy Principal

Mrs L Montgomery BA DipEd DipChStudies

Director of Teaching and Learning

Mr L Walker BBA BEc GDipEd MEdLead

Director of Academic Operations

Mr T Gardiner BApSc GradDipEd MEdLead

Director of Wellbeing

Ms P Chilton BA(Hons) BEd AMusA

Chaplain

Mrs N Clark BA (Adv) (Hons) MTeach GradDipDiv

Head of Junior School

Mrs A Woldhuis Dip Teach BEd (Spec Ed)
Grad Cert TESOL MEd MACE

Heads of Department

Christian Studies

Mrs V Bell BA MTeach
Mrs L Sharma BSc BA DipEd MTeach

Dean of Studies

Mrs E Liddell BBA LLB Grad DipED (Sec)

Drama

Ms E Bell MFA (Acting) BA (English and Theatre Arts)
DipEd Grad Cert (Indigenous Ed)

English

Mr D Johnson BA DipEd MEd Ld MA MEd (G&T)

History

Mr N Forell MA Staatsexamen (Bilingual Education)

Languages

Mrs M Rundle BA DipEd MA (French) AMusA

Inclusive Learning

Ms P Maher BA BEd MEd MACE MACEL

Library

Mrs A Hogan BAComm MTeach

Mathematics

Mrs D Wilson BA DipEd

Music Curriculum

Ms N Katada BMUS DipEd Reifeprüfung

PDHPE and Sport

Mrs S Litchfield BEd (Human Movement) MEd

Science

Ms A Morgan Bsc (Hons) GradCED

Social Sciences HOD

Ms A Pentz BA BEd (Hons)

Technological and Applied Studies

Mrs N Burke BEd Grad Cert DT

Mrs C Silvano B Teach B (Design & Tech)

Visual Arts

Mr D Wells BEd (Visual Arts)

Careers Adviser

Mrs T Franklin BEd (Humanities)

Senior School Lead Psychologist

Ms P Saby BA (Psychology Hons) AHPRA Registered Dip. Ed.

Welcome to Year 7 and Year 8

This booklet has been provided to give information to students who are entering Roseville College in Years 7 and 8, and to their parents.

Our courses are designed to satisfy all NSW Education Standards Authority (NESA) requirements and, at the same time, to incorporate additional subjects which we feel are essential for achieving a complete, well-rounded education in the 21st Century.

During Years 7 and 8, all students study common courses as follows:

English
Geography
History
Language
Mathematics
Music
PDHPE
Science
Technology (Mandatory)
Visual Arts
Christian Studies

Year 7 and Year 8 Courses

English

Students in Year 7 will read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. They will have the opportunity to undertake the study of a wide variety of texts and will respond to texts in challenging and innovative ways. Students will engage with the essential content which will include the study of fiction, poetry, film, non-fiction, and drama. The selection of texts will provide the students with experience of Australian literature, Indigenous texts, and texts which explore other cultural, social and gender perspectives.

The students in Year 7 will integrate online learning and technology into their studies of English. Wide reading will also be a component of the Year 7 English course. We aim to develop the students' love of worthwhile, inspiring literature and to enhance their ability to express themselves clearly, confidently and creatively in both written and oral contexts.

The Year 8 English course aims to further develop students' love of literature through the close study of a wide variety of literary texts. The study of English in Year 8 will consolidate and build on the knowledge and skills developed in Year 7. Students will continue to study texts which are appropriate to their needs, interests and abilities and the teaching of these texts will involve the integration of technology and online learning. Wide reading will continue to be a component of English in Year 8.

Geography

Geography is a rich, complex and dynamic subject area, exploring human interactions with the environment. It is a contemporary and relevant discipline that not only encourages students to be aware of global phenomena and current affairs, but also to understand the relationship they have with the Earth. It seeks to engage students as citizens of the global community, highlighting the role they play in determining a better future for themselves and others.

At Roseville College, students will study Stage 4 Geography in Year 7. In their study of Physical geography, students will explore the natural world, specifically examining the formation of diverse landscapes and landforms including Coral Reefs and Mountains. Students will learn about geomorphic processes, plate tectonics, natural hazards such as cyclones and earthquakes, and the sustainable management of these environments.

The concepts of Liveability and Interconnections will be the focus of study in Human Geography. Students will consider what makes a place 'liveable', examining the suburbs they live in, and international city rankings. Students will evaluate innovative solutions and strategies to improve and enhance the liveability of cities and places, and overcome sustainability challenges.

As part of the Interconnections unit, students will explore the environmental, social and economic impacts of the 'fast fashion' industry, and reflect on solutions to solving some of the issues they have learnt about. Fieldwork is an integral part of Geography, allowing students to examine human and environmental interactions firsthand, and learn how to design research and gather primary data.

Students will learn how to use a variety of geographical tools and skills during their time in the field. Students will have the opportunity to visit the Blue Mountains to examine the characteristics of this landscape, and students will undertake fieldwork to assess the liveability of Milsons Point and Chatswood compared to their own suburb.

Throughout Stage 4 Geography students will also gain skills in reading and interpreting topographic maps, weather maps, graphs and statistics. Students will develop an understanding of the concepts of scale, place and space and ultimately develop an understanding of the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

Year 7 and Year 8 Courses Continued

History

Year 8

The History course provides students with the opportunity to investigate the differing experiences of people across the world and over time, stimulating them to draw comparisons between their own lives and those of people of the past. They are encouraged to use and analyse historical sources to construct their own histories of societies from the time of the earliest human communities to the beginning of the modern period.

The topics studied are varied, stimulating, and designed for enjoyment, skill development and expanding students' horizons. The course begins with a study of the Ancient World. This includes investigations of ancient Australia and the Mediterranean World with a focus on Ancient Rome. The girls then continue to explore the vast time period between the Ancient and Modern Worlds. Topics include the Fall of Rome, Medieval Europe, the Black Death, the Renaissance and Contact History (a comparison between the Spanish conquest of the Americas and the experiences of Aboriginal Australians). We conclude the year with a focus on the Asian World through a study of Ancient China and the Khmer Empire.

Learning History at Roseville involves students in a range of engaging experiences, the aim of which is to make the past 'real', and to provoke imagination and curiosity. The essential skills of research, empathy, critical thinking, analysis and effective communication are developed through exposure to a wide variety of resources, including books, museums, presentations, articles, ICT and documentary film.

Languages

In an increasingly interconnected and interdependent world, proficiency in a second language is a vital skill that gives students the opportunity to engage with the world in a more immediate and meaningful way. Languages open doors to international study, travel and work, deepening our connection with other cultures to become a true global citizen.

The study of a chosen Language throughout Years 7 and 8 allows students to pursue their interest and to build on their personal level of experience. Language courses have been designed for beginners who wish to commence their Language study in Year 7, while also providing challenge and extension for students with some language background.

Each two year course in Chinese, French, German or Japanese will strengthen students' knowledge and skills in their chosen language and provide a strong foundation on which to build throughout the Senior years.

At the end of Year 8, students will have the choice to continue the study of their chosen language in Years 9 and 10. In order to study a language at the Continuers or Extension level for the Higher School Certificate, students must follow a continuous course of tuition from Year 7 onwards.

Chinese

The Chinese online text for Year 7, Jinbu 1, has a balanced approach to reading, writing, speaking and listening. Topics include introductions, family, hobbies, sport and school.

The Chinese online text for Year 8, Jinbu 2, caters for complete beginners as well as those with some prior knowledge of the language. It provides a thorough foundation for progression to further studies of Chinese. Jinbu depicts contemporary China and Chinese communities that students can relate to. Topics include community, vocations, travel and future plans.

The innovative and engaging Activity Books continue the language and cultural explorations with prompts for intercultural language learning (IcLL). Packed with fun and engaging activities that support each topic covered in the Student Books, the Activity Books are perfect for homework and extension work. The online version of the texts includes zoom and audio features and interactive games and activities designed for both class work and individual use. Students also watch Chinese films and do research work to analyse values, attitudes and beliefs of diverse cultures.

Students must take Chinese in Year 9 and Year 10 in order to continue with it to the HSC at 2 Unit Continuers or Extension level (see Introductory Note).

French

The Year 7 and Year 8 online French texts, Quoi de Neuf 1 and Quoi de Neuf 2, allow students to explore the French language and culture through contemporary images and photographs. In addition, authentic French texts and realia enable students to engage and interact with the language and culture. Topics include introductions, pets, family, where you live, school and leisure activities.

The Activity Books complement the Course Books with activities which encourage students to consolidate oral, aural, reading and writing skills. The online versions of the texts include zoom and audio features and interactive games and activities designed for both class work and individual use. Students also watch French films and read French magazines.

Students must take French in Year 9 and Year 10 in order to continue with it to the HSC at 2 Unit Continuers or Extension level (see Introductory Note).

Japanese

The Year 7 and 8 Japanese texts, ii Tomo 1 and ii Tomo 2, allow students to explore the Japanese language and culture through contemporary images and photographs. ii Tomo provides ways of bringing together language and culture so that learners can explore connections between their own culture and the Japanese culture. Topics include introductions, food, friends, family, where you live and daily routines.

The Activity Books complement the Course Books with activities which encourage students to consolidate speaking, listening, reading and writing skills. The online versions of the texts include zoom and audio features and interactive games and activities designed for both class work and individual work. Students also watch Japanese films, read Japanese magazines and do research work to analyse values, attitudes and beliefs of diverse cultures. Students must take Japanese in Year 9 and Year 10 in order to continue with it to the HSC at 2 Unit Continuers or Extension level (see Introductory Note).

Year 7 and Year 8 Courses Continued

Mathematics

Mathematics studied in Years 7 and 8 is referred to as stage 4 Mathematics. Students cover common course material, however, all outcomes are not necessarily met by all students, in a bid to account for the diverse needs of students.

Working Mathematically is seen as an integral part of the learning process and provides students with the opportunity to engage in genuine mathematical activity and develop skills to become confident and creative users of mathematics. Working Mathematically encompasses five components, namely communicating, problem solving, reasoning, understanding and fluency. These components describe how the content is developed and studied.

Year 7 follow three strands of learning, in line with the NSW syllabus for the Australian Curriculum. These are Number and Algebra, Measurement and Geometry and Statistics and Probability, and students will study a range of topics from each.

In Year 8, these topics are further developed and the remaining stage 4 topics are completed.

The outcomes of the curriculum are essentially based on a continuum of learning. Whilst review and consolidation play an integral part of day to day teaching and learning, content as such, is not intentionally repeated.

Music

The aim of the Music course in Years 7 and 8 is to develop an understanding of the concepts of music and to develop skills for composing, performing and listening to music.

The above areas are addressed through performance, composition and aural activities. Music of various genres, cultures and historical periods is studied. Systems of notation applicable to these styles are also examined.

Participation in co-curricular activities is encouraged, providing additional vocal and instrumental opportunities. A variety of ensemble opportunities are available, from small chamber groups to large ensembles, covering a range of musical styles.

PDHPE – Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional and physical development of students. Learning reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society.

The syllabus allows students to value movement, develop health literacy, take a strengths-based approach to learning and focus on educative purposes. The Years 7 and 8 (Stage 4) PDHPE course will cover a wide range of content and challenge students.

Topics and key inquiry questions include:

Health, Well-being and Relationships

- How do change, transition and environment shape my identity?
- What skills and strategies can be used to manage change, challenges and seek help?
- What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Movement Skill and Performance

- How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
- How can I make decisions to adapt to changing circumstances in different movement contexts?
- How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Healthy, Safe and Active Lifestyles

- What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?
- How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?
- Why is connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

Science

Science in Years 7 and 8 includes the study of a number of engaging topics that seek to integrate a range of scientific disciplines. Students will learn to carry out scientific investigations using logical reasoning and a wide range of scientific equipment. The emphasis will be on developing skills in investigation, measurement, reporting and interpreting information based around scientific experiments. For each unit of work the teacher will encourage students to develop an inquiry approach rather than just follow instructions. Curiosity and creativity are highly valued as part of this process. Developing Scientific Literacy is a priority throughout the Science course.

The topics covered in Years 7 and 8 will include:

Water

Ecology

Sustainability

Space

Forces

Chemistry

Human body

Cells

Geology

Year 7 students will also engage with cross-curricular learning experiences in Science and Technology. In Year 8, the students will also carry out an independent research project as part of the Roseville College Young Scientist Awards.

Technology (Mandatory)

Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations. Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities.

Through the study of Technology Mandatory, students develop the capacity for action and a critical appreciation of the processes through which technologies evolve and how they contribute to society.

Knowledge and understanding of technological content is developed through pedagogical approaches, such as project and problem-based learning. Through the production of innovative solutions to contextually relevant problems, students are provided with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialling, testing and refining ideas.

The practical nature of Technology Mandatory engages students in design and production activities as they develop safe practices and refine skills working with varied materials and production technologies. These authentic learning experiences provide students with a sense of satisfaction and are the foundation for life-long learning.

At Roseville College students have many opportunities to investigate problems, generate ideas and produce sustainable solutions through project based learning. Students will develop knowledge and skills in a range of Technologies such as Digital, Food, Agriculture, Materials and Engineered systems.



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rosevillecollege.com