



Year 9 & Year 10 Curriculum Booklet

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Welcome to Year 9 and Year 10

This booklet has been provided to give information to parents and students about the nature of the subjects offered at Roseville College in Years 9 and 10.

It is intended only as a guide. Members of staff are available for consultation if further information is required, or if there are any queries regarding suitability of a particular subject. Careers advice is also available from the College.

Parents are advised to assist in making decisions and choices with due regard to their daughter's interests and abilities.

Rules of the Award of the Record of School Achievement

A candidate's total course must include the following:

- Courses in English, Mathematics, Science and Personal Development, Health and Physical Education (PD/H/PE) through each of Years 7 to 10 in accordance with NESA regulations
- Courses in Geography and History in Years 7 and 8 respectively, and the mandatory study of Geography and History in Years 9 and 10, respectively.
- The required hours of study in Languages, Music, Technology and Visual Arts. This requirement is met at Roseville College by a compulsory study of each of these subjects during Years 7 and 8.

Making Subject Choices

Students study seven (7) compulsory subjects throughout Years 9 and 10, and in addition will study three (3) elective subjects. It is very important that you and your daughter select subjects carefully, taking into account her interests and ability.

Students are allowed to nominate elective choices freely, apart from the restriction of being able to study only one of the Cambridge Science courses i.e. they may only choose Physics or Chemistry, not both.

Early in Term 3, students will be asked to nominate their elective choices, in order of preference, and two reserve choices, also in order of preference. A software program is then used to work out the electives lines that give most of the girls, most of their choices. Please note, however, that a small number of girls may miss out on one of their preferred subjects. Also, if an insufficient number of girls apply to study a subject, a decision not to offer that subject may be made.

Your daughter must study her three electives throughout Years 9 and 10. However, it is possible for your daughter to change one of her electives at the end of Year 9 providing there is good reason. Changing an elective before the end of Year 9 is not generally possible as each elective needs to be studied for at least 100 hours.

Subject Choices for Years 9 and 10

Compulsory Subjects

Christian Studies
English
Geography (Year 9)
History (Year 10)
Mathematics
Personal Development Health and Physical Education (PD/H/PE)
Science

Elective Subjects

Chemistry - Cambridge Course	Global Perspectives - Cambridge Course
Chinese (Mandarin)	Elective History
Commerce	Japanese
Computer Technology	Music
Design and Technology	PASS (Physical Activity and Sports Studies)
Drama - Cambridge Course	Physics - Cambridge Course
Food Technology	Sociology - Cambridge Course
French	Visual Arts
Elective Geography	

Compulsory Subjects

Christian Studies

The Christian Studies course in Years 9 and 10 encourages students to be reflective, critical and purposeful thinkers as they explore matters of life and faith. Building on the foundational biblical literacy developed in Years 7 and 8, the focus of study now moves to deeper analysis of how various beliefs shape individual identities and elements of broader culture. Within this context, students have the opportunity to pursue topics of personal spiritual interest.

Across these two years of study, there is also a strong focus on social justice. In accordance with Christian teachings regarding shared human dignity and God's promise of restoration, students are exposed to a range of current global issues. The course facilitates their passionate, informed and loving engagement with the world.

Through a combination of inquiry learning, discussion, group work and individual projects, students are encouraged to reflect upon their own values and beliefs as well as gain an empathetic understanding of the thoughts and opinions of others. Such a learning environment honours different perspectives and fosters critical dialogue, while upholding the Christian faith as a source of truth and goodness. This empowers students and encourages them to be actively involved in their own spiritual development and learning in the Christian Studies classroom.

English

The study of English in Years 9 and 10 is designed to broaden students' perceptions of their world from personal concerns to wider cultural understandings. They begin to consider the ways texts reflect and give them insights into social and cultural meanings and explore the relationships between language and the ways meaning is made.

Learning in English is undertaken through a balance of the modes of Listening and Speaking, Reading and Writing and Viewing and Representing. This extension of a range of activities exposes students to a wider range of texts to include advances in technology and prepares students for Years 11 and 12.

In Years 9 and 10, students continue to develop their learning skills through group and individual activities and undertake particular projects that promote their growth towards independent learning. These projects include components that require reflection on the content and process of learning.

Students' progress is monitored on a day to day basis and both formal and informal assessment is regularly designed and undertaken by individual class teachers. The range of assessment tasks reflects the balance of the language modes. In addition, common tasks across the year will enable teachers to assess each student's progress in relation to students in other classes.

Geography

This compulsory Stage 5 Geography course will be undertaken in Year 9, and is designed to develop students' ability to think critically and to develop informed opinions about contemporary national and international geographic issues. The course is structured around key inquiry questions, which ask students to think deeply about challenging issues, and provide them with the opportunity to develop solutions to these difficult problems.

The major topics include sustainable biomes, changing places, environmental change and management as well as human wellbeing. The course has been purposefully designed in order to allow the students maximum flexibility to explore these interrelated topics in units of work that allow them the freedom to investigate their own areas of interest.

The students will develop key skills involved in inquiry such as acquiring, processing and communicating geographic information using a variety of technologies. Fieldwork is an integral part of the course, and students will undertake investigations into geographic issues at Barangaroo and Collaroy/Narrabeen beaches. In addition, they will gain valuable knowledge and skills as well as enhance their ability to interpret maps, graphs and statistics and use spatial technologies to visualise, manipulate and display geographic information.

History

The compulsory Stage 5 History course is undertaken in Year 10 and is designed to challenge students to consider their role as global citizens as well as members of Australian society. They are encouraged to reflect on important national and international issues in order to better understand the world and make critical, evidence-based judgments about contemporary events.

The course begins with an overview of the significant social and economic changes that occurred in the wake of the Industrial Revolution. Students are investigating the origins of the complex relationship between China and the West through a study of the impact of intervention in China in the Nineteenth Century, particularly the significance of the Opium Wars, and the Taiping and Boxer Rebellions. They also investigate Australians at War, which involves understanding the nature and profound impact of World Wars I and II, both on the battle front and home front. Students engage in a study of the Holocaust and the ensuing United Nations Declaration of Human Rights. This leads into an exploration of Changing Rights and Freedoms with a focus on Indigenous Australians and the Civil Rights Movement in the US. Part of the learning experience includes hearing from experts in their field, first-hand accounts from people who experienced key events and a visit to the Sydney Jewish Museum.

Compulsory Subjects Continued

Mathematics

In 2024 Roseville College will be implementing the new stage 5 (Year 9/10) curriculum to Year 9 students

Stage 5 content essentially remains within the existing strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. It continues to develop and refine mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills.

The main change from the current stage 5, course is the implementation of Core content and optional Pathways for extended learning. There will no longer be defined 5.1, 5.2 and 5.3 courses.

The Core-Paths structure is designed to provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5 (Year 10). The Core-Paths structure does not lock students into predetermined pathways at the end of Stage 4. The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Demonstration of understanding of the Core outcomes is a key consideration before Path outcomes can be introduced. The completion of appropriate Path outcomes will be necessary for students to successfully study Mathematics Advanced/Extension in Years 11 and 12.

Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The following strands will be covered:

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and other's health, safety and wellbeing. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing.

Science

Science is an integrated course in each year, containing modules from areas in Chemistry, Physics, Biology and Earth & Environmental Science. The course aims to increase students' knowledge of Science and the history and practice of Science as well as its applications to familiar situations.

Skills are developed by planning and conducting investigations as well as communicating information and understanding. Through an experimental approach, students gain problem-solving and analytical skills to prepare them for the Year 11 courses.

All students complete an Independent Research Project in Year 10 in which they plan, carry out and analyse a practical investigation of their choice. To encourage their understanding of Science as a human endeavour, students engage with visiting research scientists and take part in excursions that coincide with the topics they are studying.

Elective Subjects

Chinese

The study of Chinese in Years 9 and 10 provides the opportunity for students to learn about the Chinese language and culture in a context which is vibrant and relevant.

The 'Jinbu' textbook series has been written for background and non-background learners and provides a thorough foundation for progression to further studies of Mandarin Chinese. 'Jinbu' presents a picture of contemporary China and Chinese communities. The student books include a wide variety of activities, allowing lessons to be tailored for different abilities and levels of experience. Students are introduced to writing in Chinese script, exploring the way in which meaning is conveyed through Chinese characters.

The student books are rich in illustrations and up-to-date photographs which are colourful and engaging. Students are encouraged to explore the linguistic conventions and cultural heritage of China, and online resources are packed with enjoyable and challenging activities that support a wide range of themes. The activity books are perfect for homework, and they also provide valuable revision and extension material. The accompanying CDs include a variety of audio recordings to support the listening activities in the student book, recorded by native Chinese speakers and at the right pace for students at this level.

The initial themes covered include an insight into education in China, food and drinks, hobbies and daily routines. Students then explore topics such as nationalities, weather, weekend plans, travel, shopping, occupation and future intentions. Vital skills are gained throughout the course as students are required to identify, describe, negotiate, express opinions and explain their point of view. The photo-stories are an excellent vehicle for integrating Chinese language and culture. Technology is incorporated judiciously into the core program and students use the internet for research and development.

Students must take Chinese in Years 9 and 10 in order to continue to the HSC at Continuers or Extension level.

Chemistry - Cambridge Course

Chemistry is a course which the College is offering through Cambridge International Examinations IGCSE program. It is an internationally recognised Science course that will run for Years 9 and 10. It is intended for students who are particularly interested in Science and who enjoy the theory of Chemistry. Students will study this course at the same time as the NESA Science Course. There is some overlap with the courses, which will help to reinforce ideas but the work includes considerable extension content. In particular students should be keen to understand the technological world in which they live, and take an informed interest in science and scientific developments.

Students learn about the basic principles of Chemistry through a mix of theoretical and practical studies and the topics covered include:

- States of matter
- Atoms, elements and compounds
- Stoichiometry
- Electrochemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis

As well as a subject focus, the Chemistry syllabus enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.

Please note that if Chemistry (Cambridge) is chosen as an elective subject, students are unable to then choose Physics (Cambridge) as an additional elective subject.

Elective Subjects Continued

Commerce

Commerce is a dynamic subject that nurtures students to be active citizens in modern society. In this course, students develop the knowledge, skills, understanding and values to navigate the world around them. In an ever-changing, increasingly complex and divided world, it is crucial that students are able to make decisions and forge lifestyles that are fulfilling, financially secure, and socially and environmentally responsible.

The course is unique in its broad coverage of real-world matters. Students undertake study of concepts relating to finance, business, employment and law, and develop an awareness of their close interplay. In their first year, students learn the fundamentals of starting a business and getting their first job, and by the end of the course, are able to comprehend political and governmental processes and formulate sophisticated arguments on legal cases and economic policy.

The following topic areas are studied over Years 9 and 10:

- Consumer and Financial Decisions
- Running a Business
- Towards Independence
- Employment and Work Futures
- The Economic and Business Environment
- Law, Society and Political Involvement
- Guided Inquiry (a personal interest research project)

Underlying these topics is a focus on developing the core values of sustainability and empathy. Discussion points empower students to drive positive change in society by considering the rippling effects of their individual decisions on their immediate and greater communities, and how established systems and constructs can be changed to achieve better socioenvironmental outcomes.

Year 9

The Running a Business topic requires students to become entrepreneurs and participate in a business venture. They are challenged to develop an innovative product and execute key business functions such as marketing, operations, finance and human resources. These products are then sold to the school community on Market Day with funds raised given to charity. Later in the year, students have the opportunity to attend an action-packed overnight excursion to Port Stephens and Newcastle to apply their understanding and gain firsthand knowledge of small businesses across a range of industries.

Year 10

Commerce students deepen their understanding of concepts from the previous year, and primarily focus on legal and economic processes and policies in Australia. An excursion to the Downing Centre Courts to observe civil and criminal matters in action is a very memorable and thought-provoking experience for many students. Additionally, the Guided Inquiry Project allows students to engage in interest-based research. It is a rewarding experience in that they explore a chosen aspect of the course more deeply while also refining their research and writing skills in preparation for their senior years.

Commerce is a practical subject that is widely enjoyed for its enrichment of current affairs and of students' prior knowledge and understanding of the world. Students benefit from being able to wear many hats and examine everyday issues from the perspectives of consumers, employees, entrepreneurs, business people, legal practitioners, government officials and many more. The course also acts as a meaningful complement to compulsory and other elective subjects as it synthesises the knowledge and understanding students have developed in their studies. In taking Commerce, students have endless opportunities to draw on other disciplinary knowledge, and view these through a legal, commercial and economic lens.

Computing Technology

Computing Technology is primarily a practical course which allows students to engage with contemporary and advancing technologies that improve access and participation in society. They will explore the impact of innovations on society and the environment and develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

Computing Technology is a project-based course, with a focus on practical experiences to develop a deeper understanding and appreciation of theoretical underpinnings. Students strengthen problem-solving, critical thinking, and project management skills as they design, produce, and evaluate a range of digital solutions. Projects engage students to improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions.

Students are also introduced to careers and relevant organisations through excursions. In 2022 Computing Technology students attended a virtual tour with Google Sydney and also visited the Optus Innovation Centre to meet with recent graduates and key people of interest in this field.

Computing Technology projects are often designed in consideration of the cohort's current interests and future aspirations, be it a career in computing or otherwise.

The following topic areas are studied over Years 9 and 10:

Website Design and Development

- redesign a website of their choice

App Design and Development

- redesign a board game with app-integrated dice roll, action cards and virtual challenges.

Software Development and Programming

- use the python graphics library to create a masterpiece or game of their choice

Virtual Reality

- Create a Virtual Reality parkour game

Robotics

- Design a robot to defeat the course of doom!

Interactive Animation

- Create an interactive story, eye-catching web banner or animate an infographic

Data Analytics

- Telling stories using data visualisation

Coding projects involve python, HTML, CSS, and JavaScript programming languages.

Design and Technology

Design and Technology students in Years 9 and 10 use the design process to produce solutions using a range of skills. Students are encouraged to apply design-thinking skills and creativity to a range of relevant design challenges to produce solutions for related, genuine problems. These projects take into consideration the variety of student needs, interests and abilities. Students are encouraged to be independent, creative, responsible and reflective learners.

A design project is the main learning activity in a unit of work. Projects cover a wide range of focus areas and may include the following: fashion, jewellery, digital, timber, graphic, industrial and interior design. Within each project, products will be designed to fulfil a specific design brief. A portfolio is used to document their design process and demonstrate understanding.

Design process is:

- identifying and defining;
- research and planning;
- producing and implementing; and
- testing and evaluating.

Through the development of design projects and the analysis of the design work of others, students reflect on the impact of their designs and that of others on society and the environment.

The diversity of design projects encourages students to be creative and flexible and undertake intellectual risks as part of higher order thinking. Students are also provided with an opportunity to experiment with a variety of technologies and resources when developing projects, enabling innovative and creative thinking and application. Information and communication technologies (ICT) are vital tools for this course. They are employed throughout the design process.

Elective Subjects Continued

Drama - Cambridge Course

Drama is a dynamic learning experience that caters for a diverse range of students, developing their thinking, confidence and self-awareness, and preparing them for the challenges and opportunities of society in their future. This course allows students to explore a wide range of ideas and develop skills in creativity, communication, collaboration and critical reflection.

In Drama, learners develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic works within a diverse range of theatrical styles. They study the artistic choices made by actors, directors and designers in presenting performances for an audience. They devise and enact dramas using both scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to the enrichment of society.

Students will study:

The elements of practical drama

- How to work with extracts from published plays as an actor, director and designer
- How to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- How to evaluate their contribution to the devising process and the success of the final piece
- How to use staging and design as part of a dramatic performance
- Individual and group performance skills and how they are applied to create character and communicate meaning to an audience.

There will be practical assessments, research and design projects, logbook reflections and a written examination each year. Some assessments will require students to rehearse outside class time. Working with experts in their field in the form of workshops and excursions allows students to gain a range of perspectives in their growing understanding of Drama.

Food Technology

Food Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and the interrelationship, nutrition and health. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, the environment, nutritional status and the quality of life. The following focus areas provide a context through which the course may be studied.

- Food product development
- Food selection and health
- Food service and catering
- Food for specific needs
- Food for special occasions
- Food trends

The major emphasis of the Food Technology course is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food.

Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently. Students will be exposed to STEM principles through a variety of practical scientific experiments and testing. Guest speakers, incursions and excursions provide authentic and engaging learning experiences for students.

French

The study of French in Years 9 and 10 provides the opportunity for students to explore the French language and culture through contemporary texts and online activities.

The Quoi de Neuf textbooks have, as their focus, authentic materials and resources which enable students to engage with the Francophone world and also to reflect on their own language and culture. Students are encouraged to explore life in a French-speaking community, noting similarities and differences, and making connections to promote an understanding of the interdependence of language and culture.

Students enjoy practical and authentic experiences which provide meaningful opportunities to enhance their communication in French. Interactive resources allow students to access extension materials and to develop their linguistic competence. All macro skills (Listening, Speaking, Reading and Writing) are learned and consolidated through carefully sequenced activities designed to provide continual practice and refinement.

Students develop higher-order thinking skills as they learn to analyse, critically evaluate and infer meanings from text. They are encouraged to reflect upon and extend their intercultural competence and language learning strategies. A broad range of themes is presented, including descriptions of where you live, school life and school subjects, leisure and weekend activities, sport, organising outings, fashion and shopping, celebrations, eating out and holidays.

Students' learning is further enhanced by watching French films, reading current French magazines and delving into articles from relevant French newspapers. A focus on creativity, authenticity and project-based learning ensures that the Stage 5 French program of study is lively, enjoyable, challenging and applicable.

Students must take French in Years 9 and 10 in order to continue to the HSC at Continuers or Extension Level.

Elective Geography

Elective Geography students in Years 9 and 10 have an opportunity to delve further into the wonderful study of Global Geography. The course, which is flexible in its content, allows students to study global issues and to understand where and why they occur, their consequences and the implications for the future.

In Term 1 of Year 9, the world of the oceans is explored with issues such as the ocean currents of the Pacific and its collection of plastic wastes, oil drilling and over fishing being popular topics. Additional case studies such as the MH370 disaster are explored to investigate the shapes and depths of ocean floors.

In Term 2, students embark on a virtual journey, across the USA, in order to understand extreme weather such as the hurricanes and tornadoes of the deep-south, the earthquakes of the San Andreas fault, the processes responsible for the formation of the Grand Canyon and the possible impacts of a sea level rise on New York and Boston.

The Geography of Chocolate is the topic for Term 3

Students investigate how chocolate is made from 'bean to bar', the patterns of production and consumption in the industry, and social issues associated with the products. Issues such as fair trade and child labour are researched by the students, as well as the potential of a world without chocolate due to climate change.

Year 9 concludes with a study of one of our neighbouring Asian countries, chosen by the students, in which they are able to explore physical, cultural, social, political and economic aspects of the country.

Year 10 is a fascinating combination of Political Geography and various Global Challenges. This course allows the students to enter the world of global conflict in areas such as the Middle East, the South China Sea, Sudan and Syria. Students also investigate a global challenge such as human rights with a particular focus on women, disease (such as Covid-19) or climate change and develop ways in which we can, as global citizens, take action to address the issue.

Fieldwork is a mandatory part of the course. Students undertake fieldwork on food production in Year 9, and in Year 10 attend functions such as the UN International Women's Day breakfast.

Course material is taken from a wide range of sources including television news and documentaries, books, websites, magazine articles and visiting speakers, and extensive use is made of appropriate technology.

Elective Subjects Continued

Year 9

Oceanography

- The physical geography of oceans and ocean currents
- Issues involved in using the world's oceans such as whaling, fishing, tourism and pollution
- The Great Pacific Garbage Patch
- The MH370 plane crash
- El Nino and La Nina

Road Trip'n USA: wild weather, crazy climates, and earthquake

- Elements of wild weather; thunderstorms, hurricanes, hail, blizzards, tornados
- Climate change and sea level rise
- Plate tectonics including the San Andreas fault line

Geography of Chocolate

- Issues involved in the trade and production of chocolate
- Fair trade certification
- Sustainability of chocolate production

Australia and its Neighbours

- A regional study of a country in Asia
- Cultural, political, economic and social geography

Year 10

Global Challenges

- Investigation of a global challenge such as human rights, disease, women's rights or climate change and develop ways in which we can, as global citizens, take action to address the issue

World Political Geography

- The geopolitical landscape
- Causes and effects of conflict
- A case study of political conflict such as Sudan, the South China Sea or Syria
- The role of the UN, NGOs and individuals in achieving world order

The Years 9 and 10 Geography programs are contemporary and engaging. Students gain a mature understanding of the changing physical and human world in which they live, and the courses prepare them well for their future senior studies.

Global Perspectives – Cambridge Course

Global Perspectives is a course offered at the College in collaboration with the Cambridge International IGCSE program. The course runs over two years (Years 9 and 10) and provides opportunities for inquiry into, and reflection on, key global issues from a personal, local/national and global perspective.

Students will explore stimulating topics that have global significance in which they will assess information critically and explore lines of reasoning. Students will also learn to collaborate with others from another culture, community or country, directing much of their own learning and developing an independence of thought. The syllabus emphasises the development and application of skills rather than the acquisition of knowledge. Students will develop transferable skills that will be useful for further study and for young people as active citizens of the future.

The aim of the Global Perspectives Course is to develop learners who:

- Are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- Consider important issues from personal and global perspectives and understand the links between them
- Critically assess the information available to them and make judgements
- Have a sense of their own, active place in the world
- Can empathise with the needs and rights of others.

Students will:

- Conduct independent research, and reflect on how this research has influenced their own perspective on an issue
- Learn to collaborate with others from another culture, community or country to address an issue or problem
- Learn how to evaluate sources of information, distinguish between fact and opinion, and recognise bias and vested interest
- Learn to direct their own learning and develop an independence of thought.

The Global Perspectives course is cross-curricular in nature which can include almost any discipline from the literary to the scientific and is transferable to all subjects, equipping students with 21st century skills. A broad range of topics and questions will be investigated where students will explore the causes and consequences of global issues and work to develop courses of action to resolve them. Students produce presentations, projects and reports, working individually and in teams. The emphasis is on developing the ability to think critically and look at contemporary global issues from different perspectives.

Student choice of topics for investigation include:

Conflict and Peace

- Causes of conflict
- The case for war

Globalisation

- Inequalities
- Development

Disease and Health

- Preventable disease
- Effects of Poor Health

Law and criminality

- Punishing crime
- Surveillance

Education for all

- Right to education
- Quality of education

Biodiversity and ecosystem loss

- Effects of human activity on ecosystems
- Lifestyle changes humans need to make

Human Rights

- Limits on human rights
- Are human rights necessary?

Sports and Recreation

- Sport and health
- International competitions

Elective History

In Elective History students have the opportunity to engage in a range of interesting, challenging topics, with significant scope for choice and the time to pursue topics in depth. The study of Elective History in Years 9 and 10 involves the investigation of key personalities, events and historical forces to gain an understanding not only of the past, but also of the world and their place in it. In addition, Elective History provides opportunities for learning that develops students' research and synthesis skills and fosters effective communication. The course promotes the development of critical thinking skills through engagement with Historical Thinking Concepts: continuity and change, significance, cause and effect, perspectives and contestability.

In Year 9, students have the opportunity to study the following topics: Hamilton, Historical Perspectives (with a focus on Representations of 'Evil Women'), the French Revolution, Tutankhamun and Victorian Britain. Students will create their own documentary on a topic of their choice and screen it at Rosefest, our annual Year 9 film festival. There is also scope for studying a selected option from topics based on class interest.

Year 10 offers a variety of topics for study, including an exploration of Terrorism as an ancient and modern phenomenon, the Macquarie University course Big History which tells the story of the universe and our place in it, the Spartacus Rebellion in Ancient Rome and the world changing Iranian Revolution. There is also the opportunity for individual investigation of a topic of choice.

An aim of Elective History is to understand human experience by stimulating intellectual curiosity and developing rigorous investigative processes. Students engage with new technologies to make critical assessments, creating their own interpretations of the past through a variety of collaborative activities such as virtual museums, films and podcasts, and through the individual presentation of evidence-based conclusions. In developing a nuanced understanding of the past, students are well positioned to interpret and navigate present developments with greater clarity and insight.

Elective Subjects Continued

Japanese

The study of Japanese in Years 9 and 10 provides the opportunity for students to learn about the Japanese language and culture in a context which is relevant to their level of learning and experience.

The Japanese iiTomo series of textbooks adopts a ground-breaking approach to intercultural language learning and provides authentic interactions within and beyond the classroom. The carefully sequenced and engaging content gives students a real sense of progression, achievement and motivation. Explicit use of principles such as analysing, noticing, making connections and reflecting on language and culture provides students with rich and meaningful learning.

Use of Japanese script (hiragana and kanji) is introduced gradually to allow students to master an understanding of writing conventions. A range of text types provides opportunities to develop students' literacy skills. Photographs shot on location specifically for the series are integral to the intercultural language learning approach. The ii Tomo text is supported by a range of activities for listening, reading, writing and speaking tasks, making use of audio CDs to support the students' understanding of authentic Japanese speakers. The course emphasises language for use but equally acknowledges the need for carefully planned and clearly expressed grammatical explanation.

The materials presented in ii Tomo include an insight into education in Japan, festivals and celebrations, holidays in Japan, manga and anime, hobbies, and daily routines. Students then explore such themes as nationalities, shopping, fast food, leisure activities, travel, and future plans. Students gain complex skills in learning to identify, describe, negotiate, express opinions and explain their point of view. Colourful photo-stories integrate Japanese language and culture in a way that is engaging and genuine. Technology is integrated throughout the program and students use the internet for research and to access authentic, current resources.

Current films, magazines and newspapers are used extensively to complement students' language learning. Students will gain an insight into Japanese day-to-day living and into the occupational, cultural and leisure activities of the Japanese people.

Students must take Japanese in Years 9 and 10 in order to continue to the HSC at Continuers or Extension Level.

Music

Stage 5 elective Music is a dynamic course that nurtures creativity, enhances analytical skills, fosters self-confidence and focuses on the interest and abilities of individual students, providing development opportunity for a range of musical levels. The aim of the Music elective course in Years 9 and 10 is to develop the necessary skills and knowledge to participate actively in performance, composition and musicology.

Students explore a variety of styles including jazz, music from other cultures, theatre music, 20th/21st Century music, popular music and baroque music. There is a strong focus on practical work including solo and ensemble activities. Students also acquire the skill set to compose and analyse music in contrasting musical genres and technology is integrated as a support for developing composition and aural skills.

Participation in co-curricular ensemble activities is an integral aspect of the course, providing vocal and instrumental opportunities. A range of options are provided, from small chamber groups to large ensembles covering early music to contemporary styles.

Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies is a course that builds on the experiences developed through the mandatory PDHPE course. Students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing.

The content is organised into three areas of study:

Foundations of Physical Activity

- Physical Fitness
- Body systems and energy for physical activity
- Participating with safety

Students develop a foundation for participation and performance in a range of physical activity and sport contexts. They analyse the role of physical fitness, body systems and safe participation. Students gain opportunities to work collaboratively to evaluate and make judgements about movement and fitness concepts.

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Issues in physical activity and sport

Students develop a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. Students evaluate the contribution of physical activity, sport, leisure and recreation to individual, community and societal wellbeing.

Enhancing Participation and Performance

- Coaching
- Technology, participation and performance
- Enhancing performance - strategies and techniques

Students develop a repertoire of strategies and techniques to develop movement skills and enhance their capacity to participate and perform. They analyse and appraise performances, developing skills and confidence through coaching and team-based collaboration. They evaluate information and opinions, and assess the contribution and impact of technology on participation and performance in physical activity and sport.

Physics - Cambridge Course

Physics is a course which the College is offering through Cambridge International Examinations IGCSE program. It is an internationally recognised Science course that will run for Years 9 and 10. It is intended for students who are particularly interested in Science and who enjoy the theory of Physics. Students will study this course at the same time as the NESA Science Course.

There is some overlap with the courses, which will help to reinforce ideas but the work includes considerable extension content. In particular students should be keen to understand the technological world in which they live, and take an informed interest in science and scientific developments.

Students learn about the basic principles of Physics through a mix of theoretical and practical studies and the topics covered include:

- General physics, including motion, mass, forces and energy
- Thermal physics
- Properties of waves, including light and sound.
- Electricity and magnetism
- Nuclear physics
- Space physics

As well as a subject focus, the Physics syllabus enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.

Please note that if Physics (Cambridge) is chosen as an elective subject, students are unable to then choose Chemistry (Cambridge) as an additional elective subject.

Elective Subjects Continued

Sociology - Cambridge Course

Through the Cambridge IGCSE Sociology syllabus, learners explore aspects of social relationships, processes and structures; as a result, they develop a greater understanding of human societies and the role of continuity and change in social life. Learners are encouraged to evaluate critically a variety of different social, economic and political structures, thereby learning more about the sociological method, and developing an ability to assess different forms of information and evidence. Successful Sociology candidates gain lifelong skills, including:

- a better understanding of how we become who we are
- the ability to analyse human behaviour within their own society, between different cultures and across different periods of time
- an appreciation of the effects that choice of methodology can have on social science investigations
- the ability to use sociological evidence and ideas to challenge their own beliefs and the beliefs of other people about issues such as equality, education, the family and crime.

Students undertake the following core units in Year 9:

Theory and Methods

- How do different sociologists interpret society?
- How do sociologists study society?
- What types of information and data do sociologists use?

Culture, Identity and Socialisation

- What is the relationship between the individual and society?
- How do we learn to be human?

Social Inequality

- What is social stratification?
- What are the main features of social inequality and how are these created?
- In Year 10, students examine the following elective topics:

Crime, Deviance and Social Control

- What are crime, deviance and social control?
- What are the patterns of crime?
- What are the explanations of crime?

Family

- What are the different types of family?
- How are family roles changing?
- What are the changes affecting the family?

Media

- Who controls the media?
- What is the influence of the media?

Visual Arts

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and the relationships with their audiences. They will explore how their personal experiences, and those of a wide variety of artists, can influence art making and will learn to respond through their investigations in critical and historical studies.

Students learn to make artworks using a range of materials and techniques, including traditional forms like painting, drawing and ceramics to more contemporary forms like site-specific works and digital media. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts Process Diary (V.A.P.D).

The study of Visual Arts in Years 9 and 10 will provide students with knowledge and skills needed for the study of 2 Unit Visual Arts in Years 11 and 12.

Further Information

Should further information or advice regarding specific courses be required, please do not hesitate to contact the appropriate Head of Department.

Additional Sources of Information

Mrs Terrie Franklin, Careers Advisor, can provide information about the requirements for various Tertiary Education courses.

tfranklin@roseville.nsw.edu.au

Mr Lloyd Walker, Director of Teaching and Learning, can be consulted about any matters relating to the curriculum and suggested programs of study.

lwalker@roseville.nsw.edu.au

Mrs Emily Liddell, Dean of Studies, can also be consulted about any matters relating to the curriculum, patterns of study and NESA regulations.

eliddell@roseville.nsw.edu.au



Find out more
rosevillecollege.com