



2014 COLLEGE COURSE HANDBOOK



Junior School
(Year 10)



From the Principal

This booklet contains important information on each of the subjects offered within our junior school curriculum and is a valuable resource for student, teachers and parents.

I encourage you to consult widely and plan carefully when it comes to choosing your subjects in the senior school. The choices you make need to be realistic in relation to your academic level and most importantly they need to be aligned with your career or further study goals. Our Careers Advisor, David James, all the subject teachers, Faculty Managers, Heads of Departments, your form teachers and the Deans are available to discuss your option choices. Parents are most welcome to consult with these members of staff.

Many of you will already have an idea of your probable course of study, whereas others may be confused. If you fall into the latter category, then it is important to keep a broad base of traditional 'core' subjects as long as possible (e.g. English, Mathematics, Science). It is also important to remember that while we hope to satisfy each student with their subject choices, there are occasions where, because of staffing constraints or small numbers choosing an option, we are unable to offer certain subjects.

At our college we place a high value on our students getting the best possible opportunity to learn in a positive, purposeful environment and to achieve to their potential in national examinations and qualifications. The process of choosing suitable subjects in your school programme is an important first step on the path to gaining national qualifications of which you, your family and the college can be proud.

A handwritten signature in black ink, reading "L F Moore". The signature is written in a cursive style with a large, stylized 'M'.

L F Moore
PRINCIPAL

YEAR 10 SUBJECTS

INTRODUCTION:

The purpose of this booklet is to give students and parents an outline of what is offered and taught at the Year 10 level. It also allows students and parents to follow the courses of study through to the senior school. From the information within this booklet, and the course description on the College website, students, in consultation with parents and staff, will be able to select their options for the Year 10 level.

The overall programme for Year 10 students is similar to that of the Year 9, with students studying the core subjects of English, Mathematics, Science, Social Studies and Physical Education. *See the special note below.* Three option subjects are studied for a whole year.

Students should choose these three option subjects with the following considerations in mind.

- An option subject they have enjoyed in Year 9.
- An option subject that they may intend taking for the National Certificate of Educational Achievement (**NCEA**) qualification in Year 11.
- An option subject that may help with career aspirations.
- At Year 10, students should select to study as options those subjects in which they plan to seek qualifications at Years 11, 12 and 13.

Read this booklet and ask questions if you are unsure of anything. The best people to ask are the Deans of Year 9 and Year 10, the Careers Advisor, the Guidance Counsellor, your subject teachers and your form teacher.

Mr JP Keshav and Mrs J Fraser
DEANS OF THE JUNIOR SCHOOL

PLANNING A COURSE (Year 10)

Some Suggestions

**Read every page in this booklet carefully.
You will pick up some very useful information.**

List the occupations that you are interested in.

- Do you know what qualifications each one requires?
If not, find out.
- Have you checked the career data base on the computers in the library?
- Have you checked with the careers department?

Think about your long-term goals and short term goals in education. Write them down.

- Everyone needs a long-term goal but simply having one is not enough.
- Set short term goals that enable you to meet that long term goal.

Write down the subjects you like most.

- What subjects do you need for your proposed occupations?
- Do you know? Write them down. Do these lists match?

Which subject causes you the most difficulty?

- Do you need it for any of your future occupations?
- If you do need it, what are you going to do about it?

What subjects do you want to do next year?

- Re-read the course outlines for next year.
- Have you taken note of any entry/pre-requisite requirement?
- Does your course for next year flow on to your proposed tertiary course?

If you are unsure of a subject, talk to someone.

- Ask students who are doing the subject this year what it is like.
- Ask the Teacher.
- Ask the Careers Advisor
- Ask your Dean.
- Ask everybody.
- Ask for help. It is an important decision.

Be informed.

We regret that while we offer a wide range of options, it is not possible to accommodate all option choices for some students. Where difficulties occur it is recommended that students consult the Deans at the appropriate level.

Please also note that some courses may not run because of insufficient numbers.

THE FLOW OF SUBJECTS – GLENDOWIE COLLEGE 2014					
	YEAR 9	YEAR 10	NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
LANGUAGES OF AOTEAROA					
ENGLISH	English (9ENG)	English (10ENG)	English (11ENG)	English (12ENG)	English (13ENG)
	Enhanced English (9ENE)			English Literacy (12ENL)	English Literacy (13ENL)
TE REO MAORI	Te Reo Maori (9MAO)	Te Reo Maori (10MAO)	Te Reo Maori (11MAO)		
MEDIA STUDIES		Media Studies (10MES)	Media Studies (11MES)	Media Studies (12MES)	Media Studies (13MES)
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	Esol (9ESL)	Esol (10 ESOL)	Esol (11 ESOL)	Esol (12 ESOL)	Esol (13 ESOL)
MATHEMATICS					
	Mathematics (9MAT)	Mathematics (10MAT)	Specialist Mathematics (11MAS)	Specialist Mathematics (12MAS)	Calculus (13MCA)
			Mathematics (11MAT)	Mathematics (12MAT)	Statistics and Modelling (13MST)
	Enhanced Mathematics (9ENM)		Mathematics Applied I (11MAA)		
ACCOUNTING			Accounting (11ACC)	Accounting (12ACC)	Accounting (13ACC)
SCIENCE					
	Science (9SCI)	Science (10SCI)	Specialist Science (11SCS)	Biology (12BIO)	Biology (13BIO)
			Integrated Science (11SCI)	Chemistry (12CHE)	Chemistry (13CHE)
				Physics (12PHY)	Physics (13PHY)
			NZASE Science (11SCA)		
SOCIAL SCIENCES					
	Social Studies (9SST)	Social Studies (10SST)	Geography (11GEO)	Geography (12GEO)	Geography (13GEO)
			History (11HIS)	History (12HIS)	History (13HIS)
				Classical Studies (12CLA)	Classical Studies (13CLA)
		Enterprise Studies (10EST)	Economics (11ECO)	Economics (12ECO)	Economics (13ECO)
			Business Studies (11BUS)	Business Studies (12BUS)	Business Studies (13BUS)
HEALTH & PHYSICAL EDUCATION					
	Health (9HEA)	Health (10HEA)	Health (11HEA)	Early Childhood Education (12ECE)	
	Physical Education (9PHE)	Physical Education (10PHE)	Specialist Physical Education (11PHS)	Physical Education (12PHE)	Physical Education (13PHE)
			Physical Education (11PHE)	Outdoor Education (12OED)	Outdoor Education (13OED)
					Sport and Recreation (13SPR)

	YEAR 9	YEAR 10	NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
TECHNOLOGY					
Technology	Technology (9TEC)				Technology (13TEC)
Computing		Digital Technology Computing (10DTC)	Digital Technology Computing (11DTC)	Digital Technology Computing (12DTC)	Digital Technology Computing (13DTC)
Programming			Programming (11PRG)	Digital Technology Computing (12DTC)	Digital Technology Computing (13DTC)
Electronics		Digital Technology Electronics (10DTE)	Digital Technology Electronics (11DTE)	Digital Technology Electronics (12DTE)	Digital Technology Electronics (13DTE)
Food Technology/ Hospitality		Food Technology (10FTE)	Food Technology (11FTE)	Hospitality (12HOS)	Hospitality (13HOS)
Design and Visual Communication (Graphics)		Visual Communication (Graphics) (10DVC)	Visual Communication (Graphics) (11DVC)	Visual Communication (Graphics) (12DVC)	Visual Communication (Graphics) (13DVC)
Hard Materials Technology		Hard Materials (10HMT)	Building Construction & Allied Trade Skills (11BCT)	Building Construction & Allied Trade Skills (12BCT)	Technology (13TEC)
Soft Materials Technology		Design Technology – Fabric (10FAB)	Design Technology – Fabric (11DEF)	Design Technology – Fabric (12DEF)	Fashion and Design (13FAD)
THE ARTS					
DRAMA	Drama (9DRA)	Drama (10DRA)	Drama (11DRA)	Drama (12DRA)	Drama (13DRA)
MUSIC	Music (9MUS)	Music (10MUS)	Music (11MUS)	Music (12MUS)	Music (13MUS)
VISUAL ART	Art (9ART)	Art (10ART)	Art - Painting (11APA)	Art - Painting (12PAI)	Art - Painting (13PAI)
DANCE	Dance (9DNC)	Dance (10DNC)	Dance (11DNC)		
				Art History (12ARH)	Art History (13ARH)
			Art - Photography (11APH)	Photography (12PHO)	Photography (13PHO)
LEARNING LANGUAGES					
FRENCH	French (Beginners) (9FRB)	French (10FRE)	French (11FRE)	French (12FRE)	French (13FRE)
	French (Advanced) (9FRA)				
GERMAN	German (Beginners) (9GEB)	German (10GER)	German (11GER)	German (12GER)	German (13GER)
	German (Advanced) (9GEA)				
MANDARIN	Mandarin (Beginners) (9MAB)	Mandarin (10MAN)			
	Mandarin (Advanced) (9MAA)				
DEVELOPMENT PROGRAMMES					
CAREERS				Gateway to Employment (12GEM)	
NEW ZEALAND TOURISM				New Zealand Tourism (12NZT)	New Zealand Tourism (13NZT)
RETAILING				Retailing (12RET)	Retailing (13RET)

Course Structure for Year 10 Students - NCEA

Year 10 Subjects	
English (10ENG)	Media Studies (10MES)
Mathematics (10MAT)	Te Reo Maori (10MAO)
Science (10SCI)	Esol (10 ESOL)
Social Studies (10SST)	Enterprise Studies (10EST)
Health (10HEA)	Digital Technology - Computing (10DTC)
Physical Education (10PHE)	Digital Technology - Electronics (10DTE)
	Food Technology (10FTE)
	Visual Communication - (Graphics) (10DVC)
	Hard Materials (10HMT)
	Design Technology – Fabric (10FAB)
	Drama (10DRA)
	Music (10MUS)
	Art (10ART)
	Dance (10DNC)
	French (10FRE)
	German (10GER)
	Mandarin (10MAN)

ART (Year 10)

Course Length: Full Year

Guideline(s)/Minimum Entry

Year 9 Art

Course/Course Content

The course is linked to the requirements for NCEA in Visual Art and is a necessary preparation for NCEA Level 1 in Year 11. The course has a specific focus on drawing, painting and printmaking. Students complete 2 units of work over 4 terms. Unit 1 is designed to build upon basic art skills learned in year 9 whilst the second unit is designed to promote an ability to develop ideas in mixed media. Artists from both European and New Zealand contexts may be studied as part of the practical process.

Objectives

- to develop practical skills
- to build confidence in independent thinking, ideas development and imagination.
- to communicate and interpret meaning in art works
- to understand the Visual Arts in context

Assessment

Each unit is assessed summatively and formatively. Students are also given verbal feedback and guidance whilst work is in progress. Each assessment is based on an NCEA achievement standard to prepare students for art at level 1.

Cost

Art Fee of \$35.00 is charged for an Art pack/carry folder which students retain at the end of the course.

Contact Person/s

Mrs H Cooper

DANCE

Course length: Whole Year

Guideline(s)/Minimum Entry

Year 9 Dance or at discretion of the TIC

An interest in Dance and a commitment to participate in all practical units.

Course/Course Content

This course builds on units from Year 9 Dance and is derived from Achievement standards offered at NCEA Level 1. While this course contains theoretical elements, it is heavily practical and full participation is required. Students work individually as well as pairs and groups. They are expected to perform several assessments in front of a selected audience. The students are expected to submit a portfolio that supports their practical work and develops their ability to think critically and evaluate their process and performance.

Objectives:

- To develop an understanding of Dance elements and conventions and utilise this knowledge in a series of practical-based assessments.
- To work, with others, to choreograph dances for performance.
- To become aware, and understand the importance, of a variety of Dance styles, from through-out the world, through observation and to apply this knowledge in their own work.
- To increase in confidence with their performance.

Content:

Students will work on the following topics:

- Choreography
- Dance history
- Genre awareness/technique
- Performance
- Written reflection

Assessment

Students are assessed in-class by the teacher. Assessments through-out the year are designed to grade both the planning and execution of practical assessments.

Cost

TBA

Contact Person

Miss L Rasmussen - TIC/ Mrs C Myhre - Faculty Leader

DESIGN AND VISUAL COMMUNICATIONS (GRAPHICS) (Year 10)

Guideline(s)/Minimum Entry

HOF approval.

An ability in maths and drawing is needed to achieve success in this subject

Course/Course Content

1 year duration

Objectives

Design and Visual Communication:

The program focuses on where visual literacy and creative thinking is developed, using visual communication techniques by

- Developing skills and understanding of various types of drawing used in graphics, product and spatial design.
- Learn about the design elements and how to apply design related terminology to students own work.
- Develop skills in solving design related problems through drawing and model making.
- Experience a range of graphic design activities.

Content

The course is structured to develop core graphical and problem solving skills based on the following design briefs.

- A Spatial design brief and
- A Product design brief

Assessment

Internally Assessed assignments.

Cost

\$35 for Junior Graphics pack which students keep.

Contact Person

Mr Kumar

DIGITAL TECHNOLOGY - COMPUTING: (Year 10)

Guideline(s)/Minimum Entry

Course/Course Content

Throughout the course of the year, students will learn the technical skills that will help students become competent digital citizens. The International Computer Driving Licence, or ICDL, is the leading global digital literacy certification programme, with over 10 million participants in 41 different languages in 148 different countries. ICDL is also NZQA Accredited in New Zealand. Students will complete 7 modules, which help students develop technical skills in Computing that will help them both in future Computing studies, but also in all other subjects.

Besides this aspect of the course students will be introduced to the technological process. Projects will be done, whereby students are provided with relevant contexts which allow them to both develop familiarity with the technological process, but allows creativity and innovation.

Assessment

100%

External

Level	Module	Description	Assessment
2	1	Concepts of Information Technology (IT)	External
2	2	Using the Computer and Managing Computer Files	External
2	3	Word Processing	External
2	4	Spreadsheets	External
2	5	Databases	External
2	6	Presentations,	External
2	7	Web Browsing and Communication	External

Topic taught	Relevant part of the technological process	Assessment
Desktop Publishing Documentation	Planning process	Internal
Group presentation	Conceptual Design and Outcome Development/Evaluation	Internal
Game Design	Brief Development	Internal
Research on types of digital technology	Nature of Technology – Characteristics of technological outcomes	Internal

Cost

\$82.50 (This includes the cost of the skill card which the students keep and 7 on line tests provided by ICDL at a cost).

Contact Persons

Mr H So

DIGITAL TECHNOLOGY - ELECTRONICS (Year 10)

Guideline(s)/Minimum Entry

Faculty Manager Approval

Course/Course Content

Objectives

- To engage students in technological practice
- To develop outcome to real time issue using Electronics as a medium
- To develop basic practical skills in areas of microcontrollers, Picaxe programming and PCB making
- To use, design, test, evaluate, refine and justify outcomes

Content

- Basic concepts of Electronics and conductivity theory
- Knowledge of basic electronic components including microcontrollers
- Microcontroller programming
- Drawing circuit schematics and layout diagrams using Eagle software
- PCB etching skills
- Solving problems by providing an outcome using Electronics
- Projects – automatic light sensors and simple robot system using Picaxe

Assessment

- Unit assignments
- Project completion and evaluation

Costs

\$40.00 Electronic Components, Copper board for project work.
Students keep the projects they make.

Contact Person

Mrs Christopher

DRAMA

Course length: Whole Year

Guideline(s)/Minimum Entry

Year 9 Drama or at discretion of the HOD

An interest in Drama and a commitment to participate in all practical activities is important for success in drama.

Course/Course Content

This course links into Level 1 NCEA Drama and it is recommended that students wishing to take drama at senior level take this full year course. This is a practical course with the emphasis on participation and group performance. Students work in groups to plan, devise and rehearse drama and perform for selected audiences. They are assessed individually in most units. They submit documentation which supports their own performance.

Objectives:

- To select and use dramatic techniques, elements, conventions and technologies in a variety of dramatic performances.
- To participate fully in planning, devising and rehearsing drama for a variety of purposes
- To perform work, watch performances and learn to evaluate the effectiveness of their own work and the work of other students.
- To explore the contribution Drama makes to their own and other societies.
- To gain understanding of a range of drama or theatre forms, periods and practitioners.
-

Content:

Students will work on the following topics:

- Improvisation – apply drama techniques
- Theatre Practitioners – demonstrate understanding.
- Commedia del'Arte – select and use features.
- Shakespearean theatre, perform an acting role.
- Devise and perform a drama based on Pasifika myths.
- Demonstrate understanding of live performance.

Assessment

Standards based assessment for each unit and in-class assessment through peer assessment, teacher observation and portfolio entries.

Cost

Students will be required to fund attendance for at least two performances throughout the year. Approximately \$25.

Contact Person

Mrs Stone

ENGLISH (Year 10)

Guideline(s)/Minimum Entry

Year 9 Course

Course/Course Content

Objectives

- To develop students understanding, skills and confidence in language (written, reading and oral)
- To develop the students ability to read, think and respond critically and reflectively to written texts and to develop independent information skills
- To develop the students' ability to write correctly, creatively, and independently and to bring intelligence, flair and structure to their writing
- To develop students ability to listen in a focused and intelligent manner and to speak in public (and inter-personally) with confidence, sincerity, flair, clarity, energy and style
- To develop the students' ability to read visual 'texts' critically to work productively in groups and to involve themselves effectively in drama activities
- To develop NCEA standards competencies

Content (Teacher- selected order)

Thematic based studies:

Term 1: Diagnostic Testing (reading, spelling, writing, oral) and close reading.
Identity unit and expressive/ creative writing.

Term 2: Listening and Speaking (debate emphasis)
Play Study
Speech/ monologue

Term 3: Research topic related to texts
Short Story/Poetry Study
Transactional/Formal Writing

Term 4: Language, Close Reading
Film Study
AS90855 Create a Visual Text (Internal 3 credits)

Throughout the year: SSR
Wide Reading NCEA (Internal 4 credits)

Assessment

Mid-year test.

One 2 hour examination.

In class: Tests and/or Formal Assignments.

NB: NCEA assessments may be offered to those students who are ready for this standard.

Contact Person/s

Mrs Wood or your English Teacher.

ENGLISH SECOND LANGUAGE: ESL (Year 10)

Guideline(s)/Minimum Entry

Entry at student / family's request or on the recommendation of the Dean or HOD English / ESL
Diagnostic testing is carried out to determine the student's level

Course/Course Content

Objectives:

- To increase students knowledge and understanding of the academic English required for secondary and tertiary study in NZ
- To learn about New Zealand culture
- To develop confidence in taking part in New Zealand society

Content

The course covers academic and communicative English over the language skills of listening, speaking, reading, writing, grammar and vocabulary and includes pre-NCEA preparation for the NCEA English Core Literacy and ESOL Unit Standards in Year 11. Theme-based and topical modules and curriculum - specific units of work are studied. A regular homework and testing programme is followed.

Assessment

Students sit two internal examinations.

Cost

Students are expected to own or purchase Murphy's *Elementary English Grammar in Use with Answers*.

Contact Person

Mrs Walker

ENTERPRISE STUDIES (Year 10)

Guideline(s)/Minimum Entry

None

Course/Course Content

Objectives:

- Understanding of the basic economic concepts of scarcity, choice and opportunity cost
- Understanding of economic models – Circular Flow and the Production Possibility Frontier
- Understand the characteristics and importance of entrepreneurship and innovation
- Experience business in a real context – Market Day
- Demonstrate an understanding of money management
- Demonstrate an understanding of Consumer Protection

Assessment

- Written Tests
- Market Day
- Assignments – Business Plan
- In-Class Assessments
- End-of-Year Examination

Level	Unit Standard	Description	Credits	Assessment
1	22847	Demonstrate knowledge of enterprising behaviour, innovation and entrepreneurship in business contexts	2	Internal

Cost

\$25 Set up costs for Market Day where teams acting as companies may make a profit and choose to keep it or donate to a worthy cause.

Contact Person

Mrs Rothbart

Ms Harduar

Ms Willingale

FABRIC TECHNOLOGY (Year 10)

Guideline(s)/Minimum Entry

Faculty Manager Approval

Course/Course Content

This course builds on what students have learnt in year 9 Technology to further their knowledge and skills for Year 11 Soft Materials Technology. This course can be taken alongside subjects like Business or Enterprise Studies to design and make textile products that could be used for commercial purposes.

Objectives

- To engage students in technological practice
- To use technological practice and presentation in preparation for work in years 11, 12, 13
- To develop creative and practical skills
- To develop and enjoy life long leisure activities.

Content

- Safe use of equipment
- Machine skills and competency
- Use of commercial patterns and garment construction
- Making complex textile items
- Casual wear garments.
- Fibre studies and care labelling
- Machine embroidery and craft making projects
- Wardrobe planning

Assessment

- Unit assignments
- Practical garment assembly

Costs

\$30.00 Consumables, Material and Equipment pack costs for project work.

Students keep the projects they make.

Students to provide own fabric and sewing notions for garments.

Contact Person

Ms Gee

FOOD TECHNOLOGY (Year 10)

Guideline(s)/Minimum Entry

Faculty Manager Approval

Course/Course Content

Objectives

- To develop the skills and knowledge to design and make good quality food products
- To expose students to technological practise within the area of food
- To use technological practise and presentation in preparation for work in senior years

Content

- Analysing and working through given briefs based on healthy fast food, bread products, hamburgers and meat cookery, fruit and vegetables, pasta, muffins, icecream and snack foods
- Develop understanding of the importance of hygiene and safety within the food industry
- Understanding the process of food product development
- Evaluating and testing of food products
- Investigating sensory properties of food
- Investigating nutrition and nutritional analysis
- Learning about food ingredients and their uses
- Learning about food packaging and labelling
- Adapting existing recipes and designing and creating own food products
- Using information technology to support product design

Assessment

- NCEA assessment standards
- Unit assignments
- Practical food preparation skills

Costs

\$35.00 Consumable fee.

Students get to cook and consume the food items prepared.

Contact Person/s

Mrs Henvest

FRENCH (Year 10)

Guideline(s)/Minimum Entry

Year 9 French. In exceptional cases of proven language ability, a pupil may begin at Year 10 level. This is at the discretion of the Head of Department.

Course/Course Content

Objectives

- To communicate effectively in the French language by developing competence in the four language skills: listening, speaking, reading, writing
- To learn about the French culture e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations

Content

The course covers various topics both personalised, and useful if travelling in French speaking countries. Some main areas are:

- My Home
- Daily Routines
- Planning future activities
- Finding your way around town
- Personal plans and invitations
- Leisure time activities
- Buying items in a shop
- Eating and Drinking
- Holidays, Weather
- Health: being able to say what is wrong, and understand basic remedies

Assessment

One end of year examination.

A minimum of two speaking tests.

One cultural assignment on a region of France.

Regular testing of topics.

Cost

Workbook \$10. (But the workbook from Year 9 can still be used instead of purchasing a new one.

Students keep the workbook).

Online vocabulary learning \$20

Contact Person

Mrs Harris

GERMAN (Year 10)

Guideline(s)/Minimum Entry

Year 9 German. In exceptional cases of proven language ability a pupil may begin at Year 10 level. This is at the discretion of the Head of Department.

Course/Course Content

Objectives

- To communicate effectively in the German language by developing competence in the four language skills: listening, speaking, reading, writing
- To learn about the German culture e.g. daily life, festivals, geographical regions
- To provide an extra dimension for career opportunities
- To enjoy using a second language in meaningful situations

Content

- The course covers various topics, both personalised, and useful if travelling in German speaking countries. Some main areas are:
- My Home
- Finding your way around a city
- Personal plans and invitations
- Leisure time activities, hobbies and sports
- School
- Buying items in shops
- Eating and Drinking
- Holidays, Weather
- Health: being able to say what is wrong, and understand basic remedies

Assessment

One end of year examination.

A minimum of two speaking tests

One cultural assignment

Regular testing of topics

Cost

Workbook \$10. (But the workbook from Year 9 can be used instead of purchasing a new one.

Students keep the workbook).

Online vocabulary learning \$20.

Contact Person

Mrs Harris

HEALTH (Year 10)

Guideline(s)/Minimum Entry

- Core Years 9, 10

Course/Course Content

Key Concept: Hauora / Total Wellbeing

Objectives:

Health is vitally important for personal and social well-being and achievement. It encompasses the physical, social, emotional, intellectual and spiritual dimensions of a person's growth.

As part of health education

- Students will be encouraged to set realistic and worthwhile personal goals and to develop healthy patterns of living
- They will develop the skills to participate in a wide range of social activities, and to build responsible and satisfying relationships, at school, at home and in the wider community, and with people from various social and cultural backgrounds
- They will learn to respect differences of viewpoint and lifestyle, and will be encouraged to develop personal responsibility and judgement in matters of values and ethical standards
- They will also be assisted to cope constructively with challenges, personal stress, peer pressure and social conflict

Content

Health education incorporates:

- drug and alcohol education
- interpersonal skills
- family relationships
- mental health matters
- keeping ourselves safe
- building self esteem is an integral part of all units

Assessment

Check lists

Peer evaluation

Introduction to NCEA assessment

Self evaluation

Assignments

Cost

No Cost

Contact Person

Mr Thompson

MANDARIN (Year 10)

Guideline(s)/Minimum Entry

Year 9 Mandarin. In exceptional cases of proven language ability a pupil may begin at Year 10 level. This is at the discretion of the Head of Department.

Course/Course Content

Objectives

- To communicate effectively in the Mandarin language by developing competence in the four language skills: listening, speaking, reading, writing.
- To learn about the Chinese culture e.g. daily life, festivals, geographical regions.
- To provide an extra dimension for career opportunities.
- To enjoy using a second language in meaningful situations.

Content

- The course covers various topics, both personalised, and useful if travelling in Mandarin speaking countries. Some main areas are:
- My Home.
- Finding your way around a city.
- Personal plans and invitations.
- Leisure time activities, hobbies and sports.
- School.
- Buying items in shops.
- Eating and Drinking.
- Holidays, Weather.
- Health: being able to say what is wrong, and understand basic remedies.

Assessment

One end of year examination.

A minimum of two speaking tests

One cultural assignment

Regular testing of topics

Cost

Online vocabulary learning \$20

Possibly a workbook. These are being sourced, and students will be told if there will be a workbook cost.

Probably not more than \$10.

Contact Person

Mr Liu

MATERIALS TECHNOLOGY (Wood, Metal & Plastic) (Year 10)

Guideline(s)/Minimum Entry

This is a course for creative students who like to see their design ideas become a reality.
HOD approval.

Course/Course Content

- Graphic skills to enable students to communicate their design ideas clearly
- Making skills in wood, metal and plastic to enable students to realise their designs
- Problem solving skills through following good technological practice
- Knowledge of theory – Properties of materials, the Technology process and planning
- Technological literacy – The language of Technology

Technology is offered in Year 11 as an NCEA Level 1, 2 & 3 course.

Objectives

- To develop the skills and knowledge to design and make Technological products
- To expose students to safety and technological practise within the Technology workshop
- To use technological practise and skills in preparation for work in senior years

Student Activities

Students will undertake a series of technology projects in wood, metal and plastics:

- Kite Making
- Pizza Cutter
- Wood based project

Assessment

Students will be assessed using criteria similar to that used for Level 1 Achievement and Unit Standards. The foci will be on thorough, logical and creative folder work which is well presented. Practical work will be assessed on the quality of construction and level of difficulty.

Cost

\$40.00 for the materials used to produce project work which the students keep.

Contact Person

Mr Pavarno

MATHEMATICS (Year 10)

Guideline(s)/Minimum Entry

Students in this class will be on a programme more suited to their needs. Some achievement standards will be attempted, the standards achieved will go towards their NCEA qualifications.

There will be one or two Enrichment classes. Students will be invited to join these classes, and will be expected to participate in Mathematics Competitions and the Development Band Enrichment Programme.

Students who achieve outstanding Year 9 results may be invited to do NCEA Level 1 Achievement Standards.

Course/Course Content

Objectives

- This course is a continuation of the Year 9 programme. Skills are developed to enable students to continue their mathematics in the Senior School
- Increased emphasis is placed on problem solving and investigations.
- Continued emphasis is placed on performing computations with accuracy, efficiency and confidence, mentally, on paper or with calculator.
- Students will further develop the ability to estimate, make approximations and be alert to the accuracy of these results and measurements
- Students are involved in developing a variety of mathematical models

Content

- Numeracy
- Statistics
- Geometry
- Algebra
- Trigonometry
- Measurement
- Probability

Assessment

Students will be assessed with tests, assignments and projects as well as the formal mid year and end of year examinations. Past papers are on the student drive.

Y10 students may have the opportunity to be assessed for NCEA Level 1 Achievement Standards in Multivariate Data 91035 (1.10) and Measurement 91030 (1.5).

Cost

Approximately \$35 for the Year 10 homework book which students retain and the College Mathematics programme.

Australian Mathematics Competition \$5.00

National Bank Competition \$5.00

Contact Person/s

Your Year 9 Mathematics Teacher

MEDIA STUDIES (Year 10)

Length of course: Full year

Guideline(s)/Minimum Entry: Pass Year 9 English

Objectives:

The course provides an opportunity for students to develop skills in both theory and practical aspects of media studies. It is an ideal preparation for senior media studies and for film study in English. During the full-year programme students will learn:

- the characteristics of different film genres
- how to tell a story in film
- how to design and storyboard a film
- how to use camera shots and angles to tell a story
- the language of advertising
- the production processes involved in advertising
- how to write for and design a newspaper page

Course Content:

The course consists of six modules: Close reading; Advertising; Journalism; Genre; Film Study; Short Film Production.

Assessment:

Close reading film.

Close reading an advertisement.

Storyboard and produce TV advertisement.

Genre study.

Write a newspaper article.

Design a newspaper.

Make a short film, news bulletin.

Exam.

Contact Person:

Mr M Ifrim

MUSIC (Year 10)

Course Length: Whole year

Guideline(s)/Minimum Entry

Year 9 option music or at the FL's discretion

Course/Course Content

Objectives

To develop musical skills through:

- Playing music in groups or solo
- Developing ideas in music composition
- Understanding music and its relationship to society
- Developing reading and writing music skills
- Using computer software to compose, sequence material, and develop aural skills

Ideally, students should already be playing an instrument or be prepared to start learning in Year 10. Students will be given priority for lessons in the Instrumental Teaching Programme.

Content

This programme is developed as preparation for Level 1 Music and much of the material and assessment is derived from the Level 1 structure. In some cases, students may be accelerated to Level 1 performance assessment.

- Performance - playing in small group situations and solo
- Composition - writing songs & pieces of music
- Materials – gaining literacy in musical language
- Understanding how music contributes to and reflects society through a range of musical styles. e.g. New Zealand Contemporary, Rock, Jazz, Reggae, Classical
- Listening skills
- Projects on music software

Assessment

- *Material test (theory)*
- *Aural test*
- *Solo and group performance*
- *Group composition*
- *1 Music works assignment.*

Cost

Resources – DVD CD \$5

Music Tuition (if required) \$75

APO Concert \$15

Contact Person

Mrs Myhre

PHYSICAL EDUCATION (Year 10)

Guideline(s)/Minimum Entry

Compulsory core subject. (Three periods per six day cycle).

Course/Course Content

Objectives

- To provide an opportunity for students to reach their potential in physical growth and development
- To develop a wide range of motor skills
- To acquire knowledge and understanding about movement, about themselves and others, and about the contribution of physical activity to a healthy lifestyle
- To develop effective interpersonal skills when working in a group or team
- To develop positive attitudes to physical activity
- To participate in physical activities which aid personal and social development

Content

- Athletics
- "Where I'm at" unit of work - Fitness evaluation
- Push Play - Fitness foundations for a healthy lifestyle
- Group challenges – Problem solving and Interpersonal skill development
- Movement education
- Understanding Games
- Sports Education with Softball and Hockey
- Net Games
- Summer Sports
- Benefits of an Active Lifestyle

Assessment

Mid and end of year report on development.
Ongoing assessment in class time.

Cost

\$15.00 activity fee for out of school instructors.

Contact Person/s

Physical Education Staff

SCIENCE (Year 10)

Guideline(s)/Minimum Entry

Compulsory Core subject

Course/Course Content

Objectives:

The course will advance learning in Science by:

- Helping students to understand the Living, Material, Physical Worlds and some aspects of Technology
- Helping students to investigate their world in scientific ways
- Providing opportunities for students to develop the attitudes on which scientific investigation depends
- Helping students to realise that Science is an essential part of their own and everyone's everyday world
- Developing the view of Science as both a process and a set of ideas which have been constructed by people to explain both every day and unfamiliar phenomena
- Encouraging students to consider the ways in which people have used Science and Technology to meet every day needs, to consider issues rationally, and to make decisions about the usefulness and worth of ideas
- Nurturing scientific talent to ensure that people of the community are more scientific
- Developing students' interest in understanding of the knowledge and processes of science which form the basis of many of their future careers

Content:

The course will consist of 8 modules including:

- | | |
|-------------------|-----------------------|
| * Acids and Bases | * Our Local Landscape |
| * Family Traits | * Force and Motion |
| * Electricity | * Metals |
| * Fit and Well | * Research assignment |

An essential and compulsory part of the course will be the requirement of all Year 10 students to undertake a full practical investigation and to present a scientific report of their investigation.

Assessment

Students will experience a variety of assessments using oral, written, pictorial, and practical methods. Initial assessments will provide diagnosis of student needs, formative assessments will signpost the development of Science Investigative and Essential Learning Skills. Included in the summative assessments will be the NCEA Level 1 S1.2 Achievement Standard "Research, with direction, how Science and Technology are Related".

Cost

Each student will need to purchase a Science Workbook approx. cost \$15. Students get to keep this workbook.

Contact Person/s

Mr McKie or your Year 9 Science Teacher

SOCIAL STUDIES (Year 10)

Guideline(s)/Minimum Entry

Open. All students in Year 10.

Course/Course Content

Objectives

- To develop understandings of New Zealand's bicultural and multicultural society
- To explore students own values and beliefs
- To develop understandings of how people from different cultures, times and places make decisions and meet their needs
- To develop skills specific to Social Studies and the senior Social Science subjects.
- To develop awareness of ways to contribute to their own and wider communities.

Content

In Year 10 we study:

- Globalisation
- Resources, Energy and Sustainability
- Treaty of Waitangi
- Justice

Assessment

A variety of methods throughout the year. Tests, exams, group assessments, document interpretation, research assignments.

Cost

None.

Contact Person/s

Ms Gibb or your Social Studies Teacher.

TE REO MAORI (MAORI LANGUAGE) (Year 10)

This course is subject to numbers and staffing.

Guideline(s)/Minimum Entry

Year 9 Maori. In exceptional cases of proven language ability, a pupil may begin at Year 10 level. This is at the discretion of the Head of Department.

Course/Course Content

Objectives:

- To develop skills in speaking te reo Maori through:

Reo Torohu	Reo Whakaputa
Whakarongo (listening)	Korero (Speaking)
Panui (reading)	Tuhituhi (Writing)
Matakitaki (observing)	Whakaatu (Displaying)
- To develop an understanding of the culture through:

Waiata (song and dance)	Haerere (Visits)	
Marae-a-iwi (local Marae)	Manaaki (Hosting)	Toi (Art/Craft)

Outcomes

- To be able to converse in Maori
- To become familiar with **te ao Maori** or the **Maori World View**/its **Daily Life** and activities

Content

Topics may include:

- He mihi - Introduction - My Family, My School
- Tohutohu - Directions/Recipes, Body
- Whakarapopoto - Review/Reports
- Mahi Parekareka - Dialogue, Family
- Korero Purakao - Myths, Narratives
- Panui and Whakaturanga - Notices, Pictures

Assessment

Aromatawai (assessments) two per term. One Korero (oral) and one tuhituhi (writing).

Whakamatautau (examinations). Mid-year, end of year Korero (oral) Tuhituhi (written).

Cost

Normal costs for travel out of school for any trips:

A visit to a marae - local

An exchange visit with another school

A visit to Waipapa (Auckland University Marae) or similar

Contact Person/s

Mrs Harris