



GLENDOWIE COLLEGE

**SUBJECT INFORMATION  
BOOKLET**

**JUNIOR**

**YEAR 10**

**2012**

## 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 (eg 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.



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 and your classroom teachers.

Mr M Gowers and Mr R Thompson  
**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 2011**

	YEAR 9	YEAR 10	NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
<b>LANGUAGES OF AOTEAROA</b>					
<b>ENGLISH</b>	English (9ENG)	English (10ENG)	English (11ENG)	English (12ENG)	English (13ENG)
	Enhanced English (9ENE)			English Literacy (12ENL)	English Literacy (13ENL)
<b>TE REO MAORI</b>	Te Reo Maori (9MAO)	Te Reo Maori (10MAO)			
<b>MEDIA STUDIES</b>		Media Studies (10MES)	Media Studies (11MES)	Media Studies (12MES)	Media Studies (13MES)
<b>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES</b>	Esol (9ESL)	Esol (10 ESOL)	Esol (11 ESOL)	Esol (12 ESOL)	Esol (13 ESOL)
<b>MATHEMATICS</b>					
	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)	Mathematics Applied II (12MAA)	
<b>ACCOUNTING</b>			Accounting (11ACC)	Accounting (12ACC)	Accounting (13ACC)
<b>SCIENCE</b>					
	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)		
<b>SOCIAL SCIENCES</b>					
	Social Studies (9SST)	Social Studies (10SST)	Geography (11GEO)	Geography (12GEO)	Geography (13GEO)
			History (11HIS)	History (12HIS)	History (13HIS)
				Classical Studies (12CLA)	Classical Studies (13CLA)
	Economics (9ECO)	Enterprise Studies (10EST)	Economics (11ECO)	Economics (12ECO)	Economics (13ECO)
			Business Studies (11BUS)	Business Studies (12BUS)	
<b>HEALTH &amp; PHYSICAL EDUCATION</b>					
	Health (9HEA)	Health (10HEA)		Early Childhood Education (12ECE)	
	Physical Education (9PHE)	Physical Education (10PHE)	Physical Education (11PHE)	Physical Education (12PHE)	Physical Education (13PHE)
			Sports Studies (11SPS)	Outdoor Education (12OED)	Sport and Recreation (13SPR)

	YEAR 9	YEAR 10	NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
<b>TECHNOLOGY</b>					
Technology	Technology (9TEC)				
Computing	Computing (9COM)	Computing (10COM)	Computing (11COM)	Computing (12COM)	Computing (13COM)
Programming			Programming (11PRG)		
Electronics			Electronics (11ELE)	Electronics (12ELE)	Electronics (13ELE)
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 Communications (Graphics) (13DVC)
Hard Materials Technology		Hard Materials (10HMT)	Building Construction & Allied Trade Skills (11BCT)	Building Construction & Allied Trade Skills (12BCT)	
Soft Materials Technology		Design Technology – Fabric (10FAB)	Design Technology – Fabric (11DEF)	Design Technology – Fabric (12DEF)	Fashion and Design (13FAD)
Technology & Automotive Engineering				Technology & Automotive Engineering (12TAE)	
<b>THE ARTS</b>					
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 (11ART)	Art (12ART)	Art - Painting (13ART)
					Art – Design (13ART)
					Art – Print-making (13ART)
				Art History (12ARH)	Art History (13ARH)
			Photography (11PHO)	Photography (12PHO)	Photography (13PHO)
<b>LEARNING LANGUAGES</b>					
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)				
<b>DEVELOPMENT PROGRAMMES</b>					
CAREERS		Careers Module		Gateway to Employment (12GEM)	
NEW ZEALAND TOURISM				New Zealand Tourism (12NZT)	New Zealand Tourism (13NZT)
RETAILING				Retailing (12RET)	

# ART PRACTICAL (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 Level 1 Year 11. The course has a specific focus on drawing, painting and 3D work. 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 both 2D and 3D media. Artists from both European and New Zealand contexts may be studied as part of the practical process.

## Objectives

- to develop practical skills
- to develop ideas and imagination
- to communicate and interpret meaning in art works
- to understand the Visual Arts in context

## Assessment

Each unit is assessed summatively. 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 \$30.00 is charged for an Art pack the contents of which students use and keep.

## Contact Person/s

Ms H Massey

# COMPUTING: (Year 10) INTERNATIONAL COMPUTER DRIVING LICENCE (ICDL)

## Guideline(s)/Minimum Entry

## Course/Course Content

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 vendor-neutral and is made up of 7 modules including Concepts of ICT, Using the Computer and Managing Files, Word Processing, Spreadsheets, Using Databases, Presentations, and Web Browsing and Communication.

ICDL (and ECDL, the European version) really is the heavy hitter in this area, having been adopted or endorsed by many governments around the world including those in the UK, France, Ireland, the Czech Republic, Canada, France, Germany, Jordan, Sweden, Austria, Italy, Belgium, Chile, Egypt, Hungary, the Netherlands, Switzerland, Estonia, Poland, Norway, Kuwait, Romania, Lithuania, Bermuda, Greece, Portugal, South Africa, Spain and others.

ICDL is also NZQA Accredited in New Zealand and endorsed by the *United Nations Educational, Scientific and Cultural Organization* (UNESCO), and is overseen internationally by the not-for-profit ECDL Foundation and in New Zealand by the non-profit New Zealand Computer Society (NZCS).

In short, ICDL is *the* international digital literacy benchmark.

## Assessment

**External 100%**

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

**TOTAL number of Credits available towards level 2 NCEA**

## 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

Mrs Christopher

# DESIGN AND VISUAL COMMUNICATIONS (GRAPHICS) (Year 10)

## Guideline(s)/Minimum Entry

HOD 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 chore graphical and problem solving skills based on the following design briefs.

- A Graphic design brief
- 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

# 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 units.

## 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 option course. This is a practical course with the emphasis on participation and group performance. Students work in groups and plan, devise and rehearse drama and perform for selected audiences. They submit documentation which support their own performance work and develops their ability to critically evaluate their work and the work of other students.

## 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.

## Content:

Students will work on the following topics:

- Improvisation
- Theatre history.
- Commedia del'Atre.
- Shakespearean theatre, perform an acting role.
- Devising a production based on Pasifika myths.

## 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 \$20.

## 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 focussed 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 expressive/ creative writing.  
Identity unit- close reading

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

Term 3: Careers and Information Skills (Research)  
Short Story/Poetry Study  
Media Presentation

Term 4: Language , Close Reading  
Transactional/Formal Writing  
Film Study

Throughout the year: SSR  
Wide Reading NCEA (Internal 3 credits)

### Assessment

Mid year test

One 2 hour examination

In class: Tests and/or Formal Assignments

### 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 Enterprise where teams acting as companies actually make money and get to keep it.

## Contact Person

Mrs Rothbart

Mr Jeremic

# FABRIC TECHNOLOGY (Year 10)

## Guideline(s)/Minimum Entry

Faculty Manager Approval

## Course/Course Content

### Objectives

- To expose students to technological practise
- To use technological practise and presentation in preparation for work in years 11, 12, 13
- To develop creative skill
- To develop and enjoy life long leisure activities.

### Content

Machine skills and competency  
Use of commercial patterns and garment constructions  
Designing logo for casual wear  
Complex textile item  
Casual wear garments.  
Fibre studies and care labelling  
Felt and craft making projects  
Wardrobe planning

## Assessment

- Unit assignments
- Practical garment assembly

## Costs

\$20.00 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, Mrs Foxall

# 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 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
- 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 Foxall

# 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).

## 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 on a region of Germany

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).

## 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 Lupton

# 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 – Studying materials and processes in common use
- Technology and Society – Looking at the positive and negative affects of technology
- Technological literacy – The language of Technology

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

## Objectives

- To enable students to achieve Technological literacy through an investigation of:
- Technological knowledge and understanding (Technology and its uses)
- Technological capability (Skills involved in developing new Technological products, systems and environments)
- Technology and society, (Understanding how Technology affects and is affected by society)

## Student Activities

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

- Clock
- Jewellery
- Picture Frame
- CD Rack

## 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

\$50.00 for the materials used to produce project work which the students keep, and a graphics pack of drawing equipment.

## Contact Person

Mr Gowers

# MATHEMATICS (Year 10)

## Guideline(s)/Minimum Entry

Students in this class will be on a programme more suited to their needs. Some unit 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 Transformational Geometry 91034 (1.9) 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 page.

Make a Short Film.

Exam.

## **Contact Person:**

Mr J Goodier

# MUSIC (Year 10)

Course Length: Whole year

## Guideline(s)/Minimum Entry

Year 9 option music or at the HOD'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

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

## Assessment

Formative assessment is continuous and students complete internally assessed assignments and tests. Assessment is based on NCEA standards as a preparation for level 1.

## 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 positive attitudes to physical activity
- To participate in physical activities which aid personal and social development

### Content

- Skill development in major and minor games - games sense
- Movement education
- Rules, scoring and tactics of specific sports - Team involvement
- Fitness Foundations
- World Games
- Outdoor Education
- Benefits of an Active Lifestyle

## Assessment

Mid and End of year report on development.

Ongoing Assessment in class time

## Cost

No Cost

## 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 everyday and unfamiliar phenomena
- Encouraging students to consider the ways in which people have used Science and Technology to meet everyday 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, Mrs Reid