



# YEAR 10



## **SUBJECT INFORMATION BOOK for 2018 (and beyond)**

*“Choose a job you enjoy then you will never have to work another day in your life*

*“Developing young people of good character with the skills  
and knowledge to contribute to our complex global  
society”*

**KEEP THIS BOOK IN A SAFE PLACE FOR FUTURE REFERENCE IN 2018**

## ***From the Principal***

### **CAREER PLANNING AND BUILDING LIVES**

As you begin to select your course of study for 2018 there are a number of factors you must **carefully consider** when making your decision:

#### **Ownership of your learning**

*This occurs when you set goals for yourself in terms of your learning and how it relates to your future.*

#### **Develop a vision for your future**

*Time spent planning for your future is a challenging task but is the **key to your success**. I suggest you:*

- *write a plan for your future*
- *aim for excellence in the tasks and activities you do*
- *know what skills you have and what skills you need, **to be the very best you can be***
- *Refer to the Individual Development Plan (IDP) you made with your Whanau Teacher and parent/Whanau*

#### **What to consider when choosing subjects**

1. *Keep your options as broad as possible for as long as possible.*
2. *Know what the entry requirements are for a particular job and/or course of study at universities or polytechnics. The Careers Advisor can help you.*
3. *Consider the subjects that you are interested in and have ability in, these classes will help you achieve your best and may help you see future career options*
4. *Future proof your learning by gaining skills which will help you to continue learning through-out your life. You will need:*
  - *high level communication skills*
  - *the ability to work co-operatively with others*
  - *to use a range of information technologies*
  - *to cope with and adapt to constant change*
  - *to be a person of honesty and integrity*

*Choosing your programme of study for 2018 is an important task. Seek assistance and advice from: your parents, your class teachers, Heads of Departments, Deans, Careers Advisor and Whanau Teacher.*

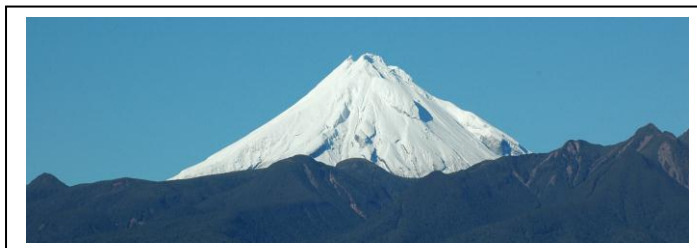
*Please do not hesitate in seeking help with this task.*

*M A Bowden  
Principal*

*Whāia te iti kahurangi  
Ki te tūohu koe  
Me he maunga teitei*

*Pursue that which is precious  
And do not be deterred by  
Anything less than a lofty mountain.*

*(Know ones worth and capabilities. Persevere)*



This curriculum book provides information on:

- the subjects (core and option) available at Spotswood College in Year 10
- how subjects flow from Year 10 to Year 11, 12 and 13

### **How to use this Curriculum Book**

*Research shows that learners achieve better results/make better progress when interested in a subject or a subject is important for their future goals.*

### **Students are advised to:**

1. Read through on **page 4** the 'changing world of work' information and consider what employment will be like in the next 20-50 years. Also consider the skills and attributes required for success in the 21<sup>st</sup> Century workplace.
2. Read through the 'Pathway' information on **page 6** and consider what each pathway means and which type of pathway you would like to work in when leaving school, Polytechnic OR University.
3. Complete 'what do I enjoy' template on **page 7**, so you consider what you like and are good at, this will help you choose one of your THREE year 10 options. Information is available about this in each course description.
4. Consider your ability as a learner by reading through **page 8**. Being honest about this will help you choose option subjects and avoid choosing ones that are too easy or too difficult! You will need to consider this when choosing your option subjects. Information is available about this in each course description.
5. Look at the year 10 option subjects on offer from **pages 11-19**. Consider if the subject suits the type of pathway(s) you want to work in and if the subject is at your ability level.
6. Look at the subject flow on **page 10**, of subjects and where subjects you might wish to take will lead in the Senior School.

### **If you would like further information regarding:**

- the specific entry requirements/pre-requisites required to study a particular subject at Year 11
- University Entrance requirements
- NCEA qualification requirements
- guidance as to appropriate subjects to take for some tertiary courses
- sources of information to assist students when planning courses of study

**You should see your Whanau Teacher or Dean for a Year 11 – 13 Curriculum Book.**

### **Note:**

***Courses of study offered in this book will run in 2018 subject to staffing, resource availability and student numbers. The Principal will make the final decision.***

### **Supporting Year 10 Students' Learning in 2018**

Spotswood College uses a goal setting strategy where individual students, their Whanau Teacher and parents/whanau meet to develop an **Individual Development Plan (IDP)** for the student. The plan prepared will be further developed in 2018 when, students and their parents/whanau will again meet with Whanau Teachers to reflect on and update their 2018 IDP plan as required.

**SUBJECT SELECTION for 2018 will be completed via KAMAR PORTAL**

# The CHANGING WORLD OF WORK

## Changing work patterns

We can expect:

- Increasing part-time employment
- Later entry to the workforce
- On-going training and/or retraining
- Firms contracting staff for specific events
- More horizontal career development
- Increasing self-employment and small business

## Tomorrow's economy

We can expect:

- A move to more service sector employment  
e.g. Tourism, Communications, Finance, Education, Transport
- A move away from manual work in the primary sector  
(Agriculture, Fishing, Forestry) and in manufacturing
- A move to 'information intensive' jobs
- Information is becoming the raw material which wealth is created from

## Tomorrow's skills

The most important general skills will be:

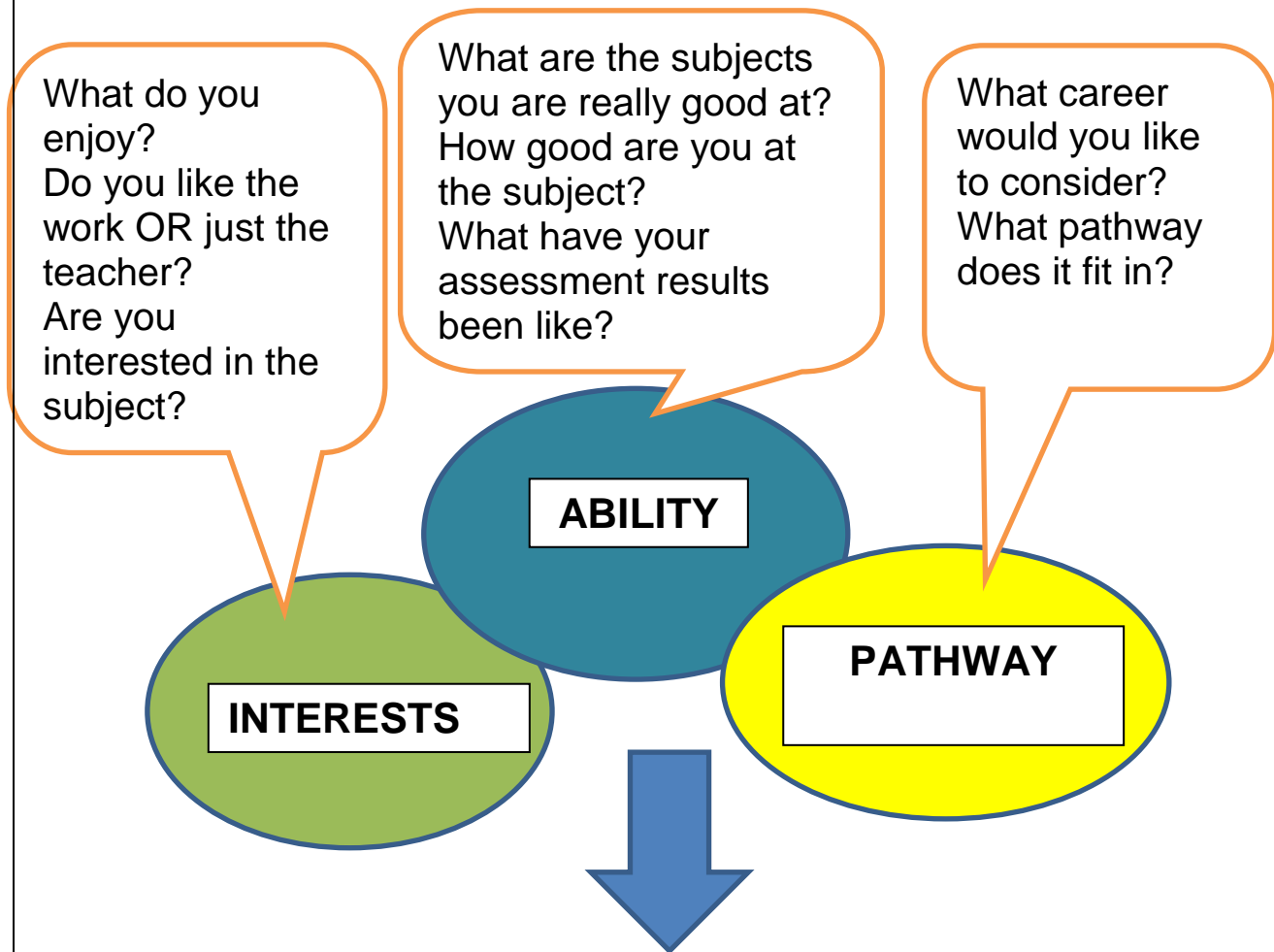
- Communication / Interpersonal skills
- Information Skills: Gathering / Sorting / Arranging
- Collaboration, working with others to solve complex problems
- Thinking / Creative / Problem Solving Skills
- Number Skills
- Language Skills
- Accessing and analysing information through Technology /  
Computer Skills
- Business and Management Skills
- Ability to keep learning and adapting throughout your life

# Choosing a pathway: Planning backwards

In choosing your subjects keep in mind:

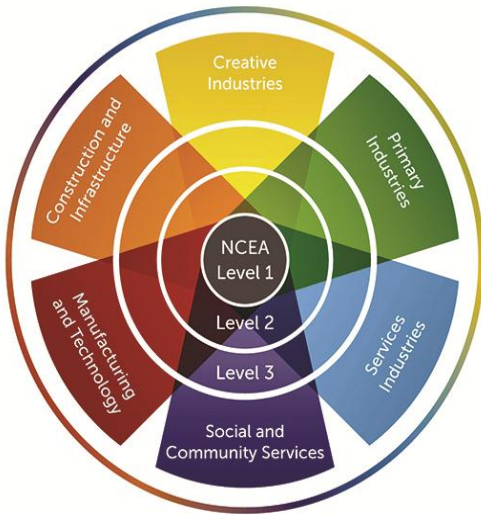
- Your interests/ what you enjoy doing and learning
- What you are good at and successful in.
- What you need to have learned to go to the next stage of learning.

## Formula for choosing subjects to study:



# INVESTIGATE

Now it is time to INVESTIGATE. Let's start with  
PATHWAYS!



## **PATHWAY: Choosing a pathway: starting with the end in mind.**

You may have heard about Vocational Pathways, you may not have done. Whether you want to be a Lawyer or a Plumber, or whether you wish to leave school after Level 3 OR go to Uni, every job (occupation) falls into one of the following SIX Vocational Pathways, they are:

- 1. Creative Industries:** are vital parts of the NZ economy. They are related to Art, Music and Design. Rapid advances in communication technologies are increasing people's access to, and expectation of, high quality design and products.
- 2. Primary Industries:** There are a huge range of jobs in this environmentally friendly pathway. You could work with plants or animals, alone or in a group, and your work may change with the seasons. If you like doing physical work and being outdoors, there's a job on the land or sea for you!
- 3. Services Industries:** If you enjoy working with people and have good communication and presentation skills, this pathway may suit you. This sector is all about being helpful to people, meeting others needs and problem solving.
- 4. Social and Community services:** This sector is all about caring for people and keeping them safe. It can be exciting and rewarding but also physically and emotionally demanding.
- 5. Manufacturing and Technology:** from hands-on production and assembly to cutting edge research and design, this sector covers a wide range of options. If you are interested in =making things work, able to work things out, have an eye for detail, have drawing, computer, science and technology skills then this sector is for you.
- 6. Construction and Infrastructure:** If you like putting things together and making things from scratch. If you are good at visualising what things look like in your head and good at drawing and or sketching, this sector is for you. The work is physical and active; you will work indoors and out.

If you want to know more about a Pathway or job that interests you, you can:

- Look in the 'Jobs galore', book that is available in Whanau classes
- Talk to your teachers, parents and relations about the type of occupation you might be suited to.
- Look at the careers quest website [www.careers.govt.nz/tools/careerquest/](http://www.careers.govt.nz/tools/careerquest/)

# Interests: What do I enjoy?

WHAT ARE MY STRENGTHS/INTERESTS AND WEAKNESSES:

TASK: Complete the table below

Subjects I like/I am interested in.	Subjects I am good at/ enjoy.
Subjects I am not so good at.	Possible reasons why I am not so good at these.

It is important when choosing courses to think about what you are able to do. For example, it makes no sense to select Music next year, when you struggle already in this Music this year! We have to be honest about what we are able to do, because too often when courses are too hard for students, it leads to:

- **Lower self- esteem as you get a negative image of yourself as a learner.**
- **Attendance issues – as students begin to fail or struggle, they can start choosing not to go to class.**
- **Students struggling to pass at NCEA as they are not gaining the credits in the subjects they take.**

## CHALLENGE:

It is important however, to make sure that you do courses at Spotswood that Challenge you, that develop your understanding, knowledge and skills. Because, doing a course that you find too easy is not making the most of your potential. At Spotswood, we can divide our courses into 3 groups and are on page 8.

# Ability: What am I able to do?

## TASKS:

- Look at the descriptions below. Which group do you fit into?
- Now look at the 2018 subjects on the next pages. Circle the subjects you are interested in. Look at the subject handbook for more information. REMEMBER: If you are a Supported/ Vocational learner, you need to be looking at Supported/ Vocational subjects

<u>SUPPORTED/VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
<p>Supported/ Vocational courses are for students who:</p> <p>Might plan to leave school at the end of year 12 for employment, trade training or with an apprenticeship having achieved NCEA Level 2</p> <p>Might want to stay at school till the end of Level 3 BUT you won't be going to University.</p> <p>University Entrance requirements are NOT IMPORTANT to you.</p> <p>Might not do a full level 3 programme; you might do some Level 2 AND 3 courses at Level 3.</p>	<p>The Vocational/ Academic courses are for:</p> <p>Students who may wish to begin their career pathway while at school or continue further studies at University/Polytechnic.</p> <p>Students that want to do a mix of academic and vocational courses. So that you can keep your options open towards your chosen pathway.</p> <p>Students that might need University Entrance (UE).</p>	<p>The Academic/ Further studies course is for:</p> <p>Students who wish to pursue an Academic Course at University or Polytechnic.</p> <p>Students should be taking at least 4 UE approved subjects</p> <p>Students that require University Entrance (UE)</p> <p>Students that plan for a course of study which will lead to NCEA Level 3 and University Entrance</p> <p><b>It is strongly recommended that students continue studying Mathematics and a Science in year 11 onwards.</b></p>



## YEAR 10 Subject Choice

All Year 10 students study a course that includes:

English  
Science

Health and Physical Education  
Social Studies

Mathematics

**Students choose 3 option subjects. All subjects are studied for the WHOLE year.**

REMEMBER: When choosing options, you should consider:

- *what subjects you enjoy?*
- *what subjects you do well in?*
- *what your future career plans are and what Pathways you may like to work in?*
- *where the subject will lead to at school? (see Pages 7 and 8)*

Art (Creative Art)	Business Studies	Digital Technologies	Drama
Electronics	ESOL	Food and Nutrition	French
Graphics (Visual Art)	Horticulture	Japanese	Māori - Te Reo Maori
Music	Science Extension	Spanish	Sports Excellence
Technology - Metal	Technology - Textiles	Technology - Wood	

**Please note:**

1. *Courses will only run if there are sufficient numbers of students.*
2. *Some Year 10 courses offer students the opportunity to gain credits towards their NCEA Level 1. In most cases these credits are 'banked' for the following year.*

### **Year 10 Junior Certificate of Academic Achievement (JCEA)**

The Year 10 JCEA is based on the marking system that is used in NCEA so that both students and parents can gain an understanding of what to expect in the coming years. Grades of Achieved, Merit and Excellence (and Not Achieved), will be used for assessment activities sat by students in their subjects. Please note that it is not the New Zealand Qualifications Authority NCEA so there are no credits or qualifications gained from this certificate.

The aim of the Year 10 JCEA is to develop our students with the necessary skills and tools which will enable them to succeed in NCEA in their senior years at college. At the end of the year students who have successfully gained 80+ credits in their JCEA will be recognised in end of year assemblies, students who have achieved the JCEA qualification with Merit or Excellence Endorsement will receive an award and badge.

### **ASSESSMENT AND REPORTING AT YEAR 10**

Students will be assessed using a range of assessment activities (e.g. test, posters, presentation, research, self and peer assessment) of the content and skills of a subject along with the key competencies. Assessment of the content and skills will be based on NCEA assessment principles and reported as Not Achieved, Progressing Toward Achieved, Achieved, Merit and Excellence. There will be one Interim report and two written reports as well as JCEA poutamas which indicate student's progress towards the JCEA qualification.

Over view of Subject Flow across the levels:

NOTE: (S) Is a Semester course: Students must choose 2 Semester courses in an option line.

Curriculum Learning Areas	Year 9	Year 10	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3 Scholarship
<b>The Arts</b>	Art Drama Music Band Maori Performing Arts	Art Drama Music Maori Performing Arts	Visual Art Drama Music	Art /Art Design Photography Drama (S) Music Composition (S) Maori Performing Arts (S) Printmaking (S) Drawing (S)	Design / Painting / 3-D studies (Sculpture) Photography Art History (correspondence) Drama Music Performance Music Studies
<b>English</b>	English Reading for Confidence  ESOL	English Reading for Confidence  ESOL	English Alternative English English – Literacy (S) ESOL	English Alternative English Vocational Pathways English (S) ESOL	English Alternative English Vocational Pathways English (S) Media Studies (S) ESOL
<b>Social Sciences</b>	Social Studies	Social Studies  Business Studies	Geography (S) History (S) Economics Accounting Personal Financial Management (S)	Geography History Economics Accounting Classical Studies Tourism Personal Financial Management (S)	Geography History Economics Accounting Classical Studies Tourism Personal Financial Management (S)
<b>Health and Physical Education</b>	Health and Physical Education  Sports Institute  Technology - Food	Health and Physical Education  Sports Institute  Food and Nutrition	Physical Education  Food and Nutrition  Health	Physical Education Physical Education Fitness Food and Nutrition Hospitality Health,	Physical Education Physical Education for Fitness Industries (S) Sport Studies Food and Nutrition Food for Flatters
<b>Learning Languages</b>	French Japanese Spanish Te Reo Maori	French Japanese Spanish Te Reo Maori	French Japanese Spanish Te Reo Maori Te Waharoa (S)	French Japanese Spanish Te Reo Maori Te Waharoa (S)	French Japanese Spanish Te Reo Maori Te Waharoa (S)
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics Mathematics with statistics Mathematics – Numeracy (S)	Mathematics Mathematics with statistics Vocational Pathways Maths (S)	Mathematics with Calculus Statistics and Modelling Vocational Pathways Maths (S)
<b>Science</b>	Horticulture  Science	Horticulture  Science  Science Extension	Horticulture Alternative Horticulture Science Alternative Science	Horticulture Biology Chemistry Physics Science (S)	Horticulture Biology Chemistry Physics
<b>Technology</b>	Technology - Wood  Technology - Metal  Technology –Textiles  Electronics  Technology - Digital	Technology - Wood Technology - Metal Technology –Textiles Design and Visual Communication (Graphics) Electronics DT – Information & Media	Wood Construction Mechanical Engineering Technology -Textiles Graphics /Visual Design Electronics DT – Information & Media	Wood Technology Mechanical Engineering Technology -Textiles Graphics /Visual Design Electronics DT – Information & Media DT – Computer Studies Digital Technologies for the workplace (S) 3D Printing and Modelling (S)	Technology - Hard Mat  Technology -Textiles Graphics /Visual Design Electronics DT – Information & Media DT – Computer Studies Digital Technologies for the workplace (S) 3D Printing and Modelling (S)
<b>Career Pathways</b>			Workforce Skills (S) Introduction to automotive industry (S)	Vocational Pathways Gateway (placement) Early Childhood Education (S) Driving for the Workforce (S) Skills for Life (S)	Vocational Pathways Gateway (placement) Early Childhood Education (S)

## SUBJECT INFORMATION :

### CORE SUBJECTS

English	page	12
Health and Physical Education		12
Mathematics		12
Science		12
Social Studies		12

### OPTION SUBJECTS

10 Art - Creative Art		13
10 Business Studies		13
10 Digital Technologies		13
10 Drama		14
10 Electronics		14
10 ESOL (English for Speakers of Other Languages)		14
10 Food and Nutrition		15
10 French		15
10 Graphics		15
10 Horticulture		16
10 Japanese		16
10 Māori (Te Reo Māori)		16
10 Music		17
10 Science Extension		17
10 Spanish		18
10 Sport Excellence Programme		18
10 Technology – Metal		18
10 Technology – Textiles		19
10 Technology – Wood		19

# CORE SUBJECTS

## ENGLISH

Content: In Year 10 students will undertake an English programme that includes:

- literature and text studies (novel, short stories, film and poetry)
- language techniques (parts of speech, figures of speech, sound devices, punctuation, spelling and grammar)
- reading (silent sustained reading and reading comprehension)
- oratory skills (speeches and debates)

The Year 10 programme creates the foundation for NCEA Level 1.

## HEALTH AND PHYSICAL EDUCATION

Content: Physical Education promotes learning through the medium of movement. Year 10 students will participate in both practical and theory lessons which cover the following topics: Aquatics/Surf Survival, Social Responsibility, Fitness, Team and Individual Games, Sports Education, Drug Education, Alcohol and Sexuality.

## MATHEMATICS

Content: This course is designed to develop mathematical thinking strategies and teach the essential mathematics knowledge to achieve NCEA Level 1 Mathematics. Students are expected to complete homework most nights to consolidate learning.

## SCIENCE

Content: Year 10 Science builds on knowledge and skills gained in Year 9 Science. Topics include the study of the Human Body – skeletal system, circulatory system and reproductive system. Students will investigate the chemistry of common reactions, acids and bases. They will look at the physics of motion and forces, electricity and magnetism. Students will also investigate weather forecasting. There is the opportunity for students to sit a NCEA Level 1 Achievement Standard on Earth Science.

Fees: \$15 for a SciPad workbook

## SOCIAL STUDIES

Content: Students will study:

- how societies existed before colonial influence and the effects of colonialism on indigenous groups including Native North American Indians and the Māori.
- different political systems from Democracy and Voting in NZ to the Dictatorship of Nazi Germany.
- issues in Asia, Asian migration to NZ and stories and issues surrounding this.
- people who have changed society over time studying historical figures like Ghandi / Rosa Parkes or Martin Luther King.
- the growth and economics of multi-national companies and the issues surrounding sweatshops.
- Contemporary issues like global warming and globalisation.

# OPTION SUBJECTS

## 10 ART (CREATIVE ART)

**Content:** This course strengthens the learners thinking, creativity, self management and practical skills.  
Learners are encouraged to develop their skills in generating their own ideas and clarifying these further. Their ideas will be derived from the learners own interests. They will gain a wide variety of practical knowledge on possibilities of how visual images and 3D work can be made and put these into effect. Personal engagement, discussion and questioning is encouraged in this subject.

**Related Pathways:** CREATIVE INDUSTRIES

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:** A positive interest in Creative Art.  
**Fees:** \$50.00 – to cover take home materials eg paint, paper, ink and printing  
**Further Information:** Head of Department: Mr L Upson

## 10 BUSINESS STUDIES

**Content:** Students will learn about consumer demand, and the things that influence what we buy. A study will be made of small businesses, with students having the opportunity to run a small business venture themselves.  
Students will also learn about financial record keeping, and insurance. The decision-making relating to saving, investing and borrowing will also be explored along with the role of government looking at trade, spending and taxation.

**Related Pathways:** SERVICE INDUSTRIES

<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:** Nil  
**Fees:** Nil  
**Further Information:** Head of Department : Mr G Parr or Teacher in Charge : Mr B Chapman

## 10 DIGITAL TECHNOLOGIES

**Content:** This course uses a selection of core office and digital media applications including word processing, spreadsheets, presentation, desktop publishing, database, game making, computer graphics, logic thinking and web design. Students gain a sound understanding of accepted layout and design practices as they develop these applications.  
Students are encouraged to explore a range of digital technologies thereby gaining the confidence to use computers and ICT across the curriculum.

**Related Pathways:** CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:** Nil  
**Fees:** \$10.00 and one ream of photocopy paper  
**Further Information:** Head of Department: Mrs M Claassens

## 10 DRAMA

**Content:** Students will integrate elements and conventions of drama in improvised and scripted contexts. There will be an opportunity to research theatre form and develop acting techniques, applying techniques to vocal and physical character work. Students will present their work to class and community audiences when appropriate. Students are required to develop and support their reflective thinking through journal work.

**Related Pathways:**  
**Course designed for:**

### CREATIVE INDUSTRIES

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:** Nil  
**Fees:** \$10.00 to cover visiting performances  
**Further Information:** Head of Department: Mr J Hill

## 10 ELECTRONICS

**Content:** The Year 10 course is designed to prepare the students for the National Certificate in Electronics Technology and NCEA. The course has a theoretical base with some practical content, mainly concerning discrete componentry with some digital and programming work.

**Related Pathways:** CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE

**Course designed for:**

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:** Nil, but a strength in Maths and/or Science would be an advantage  
**Fees:** \$60.00 plus specialist components if necessary  
**Further Information:** Teacher in Charge: Mr D Froom

## 10 ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

**Content:** This course will develop confidence in listening, speaking, reading, and writing to enable students from a non-English speaking background to achieve success in all subject areas. This is further developed in Senior ESOL working toward the required literacy credits in NCEA and/or IELTS.

**Entry Requirement:** Students may be born in New Zealand or overseas  
**Fees:** \$10.00 for printing  
**Further Information:** Ms K Benton

## 10 FOOD AND NUTRITION

**Content:** The food you eat affects your health and wellbeing. Students will have practical lessons in which they prepare, cook and eat tasty, nutritious food using safe food preparation practices. Knowledge of nutrition, food cultures and healthy eating will be taught so that students can understand the connection between making nutritious food choices and having a healthy body.

**Related Pathways:** CREATIVE INDUSTRIES, SERVICE INDUSTRIES, SOCIAL+COMMUNITY SERVICES

**Course designed for:**

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:**

Nil

**Fees:**

\$90.00 per year - for food provided and printing material

**Further Information:**

Please see Ms K Power or Mr S Houghton

## 10 FRENCH

**Content:** Students continue to develop their listening, speaking, reading and writing skills in French exploring a number of interesting topics relevant to day-to-day living in French speaking countries.

**Related Pathways:** SERVICE INDUSTRIES, SOCIAL+COMMUNITY SERVICES

**Course designed for:**

<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:**

It is desirable, but not essential, that students studied some French in Year 9. Consultation with the Head of Department will need to be made.

**Fees:**

\$5.00 for French food during the year

**Further Information:**

Head of Department: Mrs M FitzPatrick or Teacher in Charge: Mme Ms S de Crevoisier

## 10 GRAPHICS / VISUAL DESIGN

**Content:** Using a range of graphic equipment and techniques students will be given the opportunity to develop their graphical talents. Students will explore the accurate use of instruments, important geometrical constructions, freehand sketching and card modelling techniques. Real graphic design problems will be undertaken during the year where the students will develop their understanding of the design process.

**Related Pathways:** CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE

**Course designed for:**

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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**Entry Requirement:**

Nil : Preference will be given to those who successfully completed Year 9 Graphics

**Fees:**

\$60.00 (Graphics Kit included upon fee payment)

**Further Information:**

Head of Department: Mr C Lapworth

## 10 HORTICULTURE

Content: This course will enable students to carry out practical skills in horticulture. Students will propagate plants both ornamental and edible and grow these in the school gardens. A wide range of skills will be covered from forestry to the maintenance of school flower and shrub gardens. Students will be encouraged to develop their own gardens and take home seedlings and plants.

Related Pathways: **SERVICE INDUSTRIES, PRIMARY INDUSTRIES**

Course designed for:

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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Entry Requirement: Nil  
Fees: Nil  
Further Information: Teacher in Charge : Mr T Peters

## 10 JAPANESE

Content: Students will develop further skills in Japanese. Topics will include practise communicating about themselves and other people's families, friends, activities, clothing, feelings, occupations etc. They will also communicate about food, weather, places and read and write more script and characters. They will also learn about Japanese family life, and leisure activities.

Related Pathways: **SERVICE INDUSTRIES, SOCIAL+COMMUNITY SERVICES**

Course designed for:

<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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Entry Requirement: Year 9 Japanese or in consultation with Teacher in Charge  
Note: an understanding of the Hiragana script is required  
Fees: \$5.00 for Japanese food during the year  
Further Information: Head of Department : Mrs M FitzPatrick or Teacher in Charge : Sensei R Smithers

## 10 MĀORI (TE REO MĀORI)

Content: This course will enable all students to create an environment where they can develop competence in Speaking – Kōrero, Listening – Whakarongo and Reading – Pānui skills with an ability to produce sound Writing – Tuhituhi in Te Reo Māori.

Through practical experiences, Mārae visitation, Community Involvement, Mau Rakau, Kapahaka, and school wide involvement, the students will gain a greater knowledge of values and protocol which support the wider school vision.

Year 10 Te Reo Māori is a pre-requisite for Year 11 NCEA Te Reo Māori.

Related Pathways: **CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE, PRIMARY INDUSTRIES**

Course designed for:

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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Entry Requirement: Year 9 Te Reo Māori or by negotiation with the Teacher in Charge  
Fees: Nil  
Further Information: Head of Department : Mrs M FitzPatrick or Teacher in Charge : Matua M Tuuta-Ransfield



## 10 MUSIC

**Content:** In this course students will develop their instrument and performance skills by learning and performing songs within groups. Students will also develop an understanding of basic musical theory and how it relates to the instruments they learn. It is crucial for students to take weekly instrument or singing lessons to complement their learning in class. These lessons are subsidized by the school – only costing students \$10 per term.

Song writing, lyric writing and composition (creating and developing your own original music) are also studied and developed in this course. Students will also learn the basic technical and safety skills for setting up and operating: keyboards, amplifiers, microphones, mixing desks, speakers systems and recording equipment.

**Related Pathways:**

### **CREATIVE INDUSTRIES**

**Course designed for:**

<b><u>SUPPORTED/ VOCATIONAL</u></b>	<b><u>VOCATIONAL / ACADEMIC</u></b>	<b><u>ACADEMIC/FURTHER STUDIES</u></b>
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**Entry Requirement:**

Successfully passing 9 MUS, including performances. Students who did not do 9MUS need to have an interview and audition with Mr James.

**Fees:**

**\$10.00** for materials per half year includes: (printing, workbook/folder, supplying music, strings, repairs to instruments/equipment that students use). Instrument lessons and instrument are available:

Instrument/ Vocal lessons	\$10.00 per term
Instrument Hire	\$10.00 per term
Drum maintenance	\$5.00 per half year
Saxophone and clarinet reeds	: 1 free per term then \$6.00 each after that.

**Further Information:**

Head of Department: Mr W James

## 10 SCIENCE EXTENSION

**Content:** This course is for students who have demonstrated an ability and interest in Science in Year 9. The course will be made up of a range of advanced topics which may include up to 5 NCEA Level 1 Internal Achievement Standards from across the science disciplines (Biology, Chemistry, Physics and Earth Science). The students will also be expected to enter the Taranaki Science Fair. The course will broaden students' general scientific understanding and skills while providing a solid foundation for studying science at the senior level.

**Related Pathways:**

### **CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE, PRIMARY INDUSTRIES**

**Course designed for:**

<b><u>VOCATIONAL / ACADEMIC</u></b>	<b><u>ACADEMIC/FURTHER STUDIES</u></b>
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**Entry Requirement:**

Proven ability and interest in Science  
Approval from the Head of Department Science

**Fees:**

Cost of the various field trips (approx. \$90.00)

**Further Information:**

Head of Department : Mrs H Takarangi

## 10 SPANISH

Content: Students will develop further skills in Spanish. Topics will include clothing, food and cooking, sport, health and transport. Students will learn how to describe people and daily routines and communicate in everyday situations.

Related Pathways: **SERVICE INDUSTRIES, SOCIAL+COMMUNITY SERVICES**

Course designed for:

<u>VOCATIONAL</u> <u>/ ACADEMIC</u>	<u>ACADEMIC/FURTHER</u> <u>STUDIES</u>
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Entry Requirement: Year 9 Spanish or with consultation with the Head of Department

Fees: \$5.00 for Spanish food during the year

Further Information: Head of Department: Mrs M FitzPatrick

## 10 SPORTS EXCELLENCE PROGRAMME

Content: The aim of this course is for students to test and improve both general and sports specific fitness components. The class participate in a number of fitness tests and benchmark activities to identify fitness strengths and weaknesses. In a competitive and challenging environment, students are expected to set individual fitness and performance-based goals and work towards improving their personal level of fitness, sports specific skills and knowledge.

Related Pathways: **SERVICE INDUSTRIES, SOCIAL+COMMUNITY SERVICES**

Course designed for:

<u>SUPPORTED/</u> <u>VOCATIONAL</u>	<u>VOCATIONAL</u> <u>/ ACADEMIC</u>	<u>ACADEMIC/FURTHER</u> <u>STUDIES</u>
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Entry Requirement: Successful completion of Year 9 course OR by application to the Teachers in Charge

Fees: Nil

Further Information: Teachers in Charge: Mrs T Lawrence

## 10 TECHNOLOGY - METAL

Content: This is a practical-based course and students will undertake a series of projects. Throughout the course the students will learn how to use and care for equipment, to accurately mark out, shape and join materials.

Related Pathways: **CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE**

Course designed for:

<u>SUPPORTED/</u> <u>VOCATIONAL</u>	<u>VOCATIONAL</u> <u>/ ACADEMIC</u>	<u>ACADEMIC/FURTHER</u> <u>STUDIES</u>
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Entry Requirement: Nil

Fees: \$70.00

Further Information: Head of Department: Mr C Lapworth

## 10 TECHNOLOGY - TEXTILES

Content: Students will undertake a series of projects. All projects follow the design process and provide students with ample opportunity to further their skills in creative projects. Topics covered include: simple fabric design, garment making and recycling and reconstruction. Materials will be provided for craft items and small projects.

Related Pathways: **CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE**

Course designed for:

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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Entry Requirement: Nil  
Fees: \$70.00  
Further Information: Teacher in Charge: Ms D Fraser

## 10 TECHNOLOGY - WOOD

Content: Students will undertake a series of projects. Throughout the course the students will learn how to use and care for equipment, to accurately mark out, shape and join materials.

Related Pathways: **CREATIVE INDUSTRIES, SERVICE INDUSTRIES, MANUFACTURING+ TECHNOLOGY, CONSTRUCTION +INFRASTRUCTURE**

Course designed for:

<u>SUPPORTED/ VOCATIONAL</u>	<u>VOCATIONAL / ACADEMIC</u>	<u>ACADEMIC/FURTHER STUDIES</u>
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Entry Requirement: Nil  
Fees: \$70.00  
Further Information: Head of Department : Mr C Lapworth

