



# DIO

Junior High School Option Book 2019

BE MORE THAN YOU EVER IMAGINED.

DIOCESAN  
SCHOOL  
FOR GIRLS



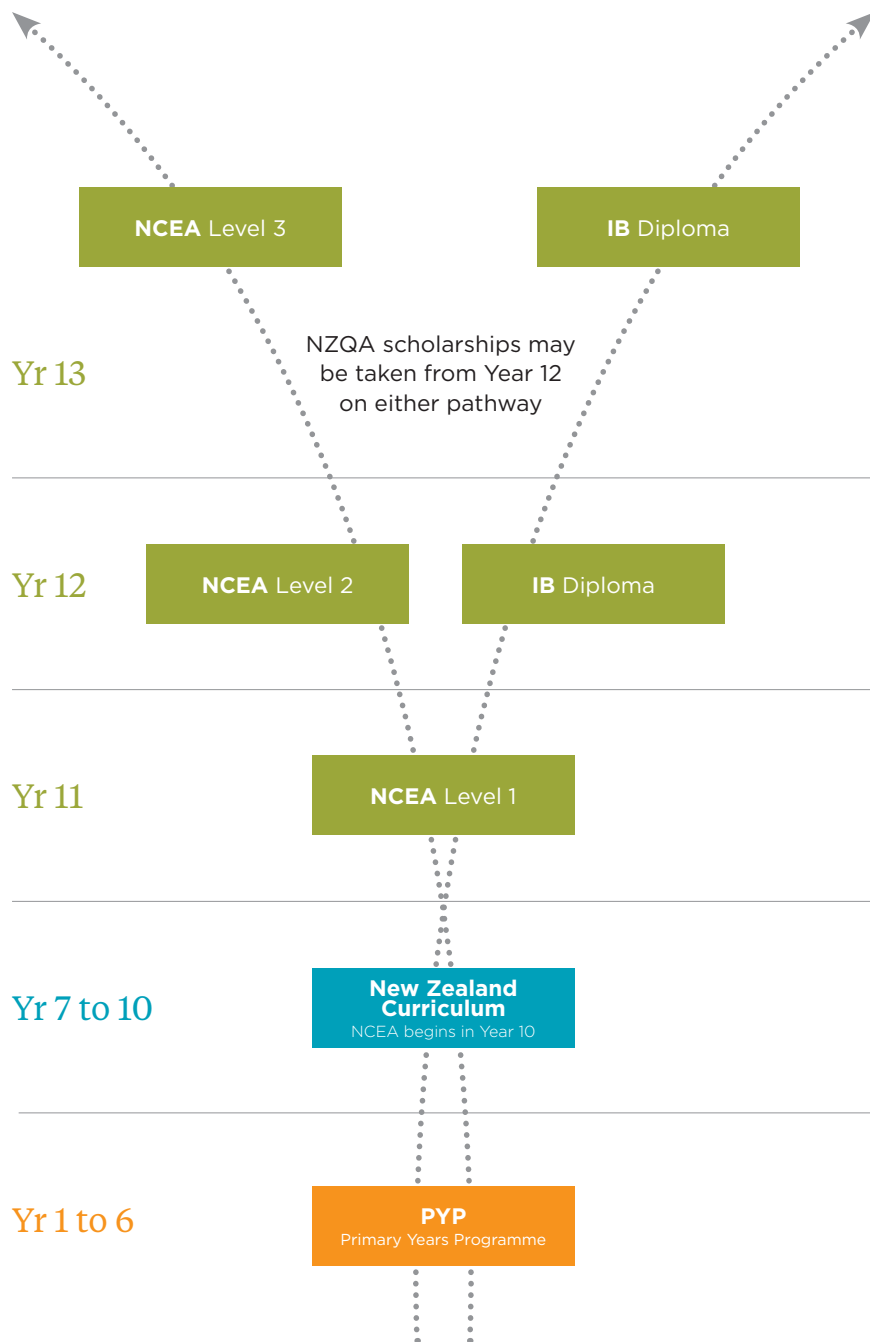
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# Our Dual Educational Pathway

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## Making Academic Choices

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We are delighted to present this Option Book as a guide for your academic choices as you progress through the year levels at Diocesan. Planning your subjects should support your ambitions and interests. Knowledge economies require high quality, relevant qualifications with a range of competencies that we deliver through our curriculum framework at Diocesan. In the future, you will need more than just knowledge – you will need values, creativity, technological skills and the ability to problem solve in a range of social, economic and cultural contexts. You will also need the strength of character to be confident, ethical and resilient in a changing world.



This book contains strategies for academic planning that enable you to select and track your pathway through the curriculum. We provide a range of multiple pathways to support excellence and to maintain high levels of challenge. We provide supportive careers' guidance each year of schooling. There is also a range of enrichment, extension and accelerated learning options to ensure that you are challenged and engaged in your learning. We suggest that you use this booklet to guide discussions with teachers and your parents to ensure that the best choices are made for you.

The ability to be proactive and forward thinking is an important element of personal and career development. To reinforce and assist with this discussion, we will be running an Option Choice Evening at school (to be advised through DioConnect) and have provided a Forward Planning Sheet so that you can plot your subject choices over time. We recommend that you maintain a breadth and range of subjects with an appropriate level of challenge. Some students need acceleration and enrichment and others will need more support in order to achieve their goals. It is important to aim for excellence.

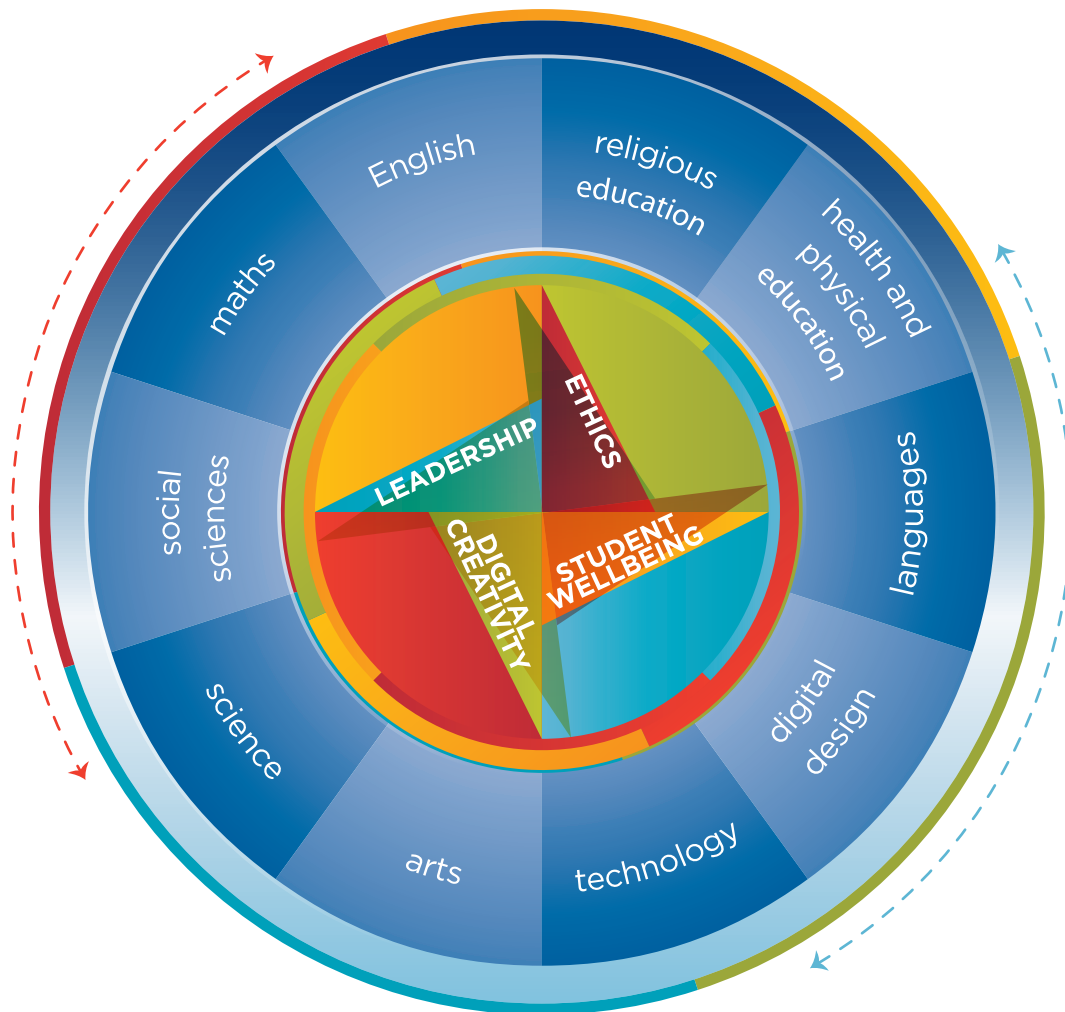
We offer multi-level learning for NCEA subjects and the International Baccalaureate Diploma Programme offers both breadth and depth in a range of curriculum areas. Make sure that you select the qualification that is going to give you the best options for university study. It is important in senior years to explore a range of universities and their entry requirements as they vary greatly across countries, and within New Zealand. Please also note the New Zealand University Entry requirements that have also changed in recent years. We recommend that you seek advice from tutor teachers, deans, Heads of Faculty and Careers to ensure that you graduate from Diocesan with an outstanding qualification and attributes for learning that will support you throughout your life.

Good luck with your course options!

**Heather McRae**  
**PRINCIPAL**

# The Dio Difference

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## Philosophy

### Key Philosophy for Course Selection at Diocesan

We provide options for multi-level courses in Years 9 to 13 so girls can select programmes at more than one level

- We advise students to keep their options broad, making sure all pathways are kept open for as long as possible
- Subjects will ensure there are options for enrichment and advancement wherever possible
- Courses and qualifications offered will provide a platform for students to attend any University in the world
- We build on home/school partnerships to support student learning
- We provide courses that are challenging and suit the needs of a range of learners
- Courses provide students with the capacity to step into a tertiary environment knowing how to learn

### We provide multiple pathways for success

- Support, guidance and mentoring for course planning is available at every year level
- Students develop into self managing young adults who are responsible for their own learning.

## Subject Choice Tips

### Steps to make an informed decision

1. Check out your career implications – will you keep your options open?
  - Work out all your current career ideas
  - Check the subject requirements
  - Weigh up the 'essential' subjects, then the 'useful' subjects
2. Think about your abilities – can you do well in these subjects?
3. Think about your interest levels – will you have the motivation?
4. Weigh up any differences between interests, abilities and career ideas
5. Talk it over with people who know you well
6. Check out [www.careers.govt.nz/plan-your-career](http://www.careers.govt.nz/plan-your-career) for some useful information.

### THE ABC SUBJECT SELECTION CHECKLIST

When you have made your choices, follow this simple checklist:

**Ability and Attitude** – are you able and will you be interested?

**Balance** – will you have a range of options open for future career ideas?

**Choice** – are they your own decisions or have you been swayed by others?

### TO MAKE INFORMED DECISIONS YOU SHOULD:

- Contact the Diocesan Career Development Centre for an appointment with either Mrs Birdsall [gbirdsall@diocesan.school.nz](mailto:gbirdsall@diocesan.school.nz) or Mrs Gabrielle Riley [griley@diocesan.school.nz](mailto:griley@diocesan.school.nz)
- Use [www.careers.govt.nz](http://www.careers.govt.nz) which is a comprehensive careers site for job, course and general career information
- Check out various tertiary websites
- Attend tertiary open days
- Make the most of all opportunities available
- Attend Careers Expo, Greenlane.

**Every effort will be made to enable you to take the subjects you wish but not every combination can be guaranteed.**

**Some subjects may not be offered if numbers opting for them are too small.**

## English and ESOL

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
English	English	English	English	English	English	English Written Language
		English Language	English Language	English Language		English Visual/Oral Language
			English for Literacy	English for Literacy	English for Literacy Level 2	English for Literacy Level 2

## Mathematics

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics with Calculus
			Advanced Mathematics (Level 1)	Advanced Mathematics (Level 2)		Mathematics Statistics and Modeling
				Mathematics Studies	Mathematics Geometry and Statistics	Mathematical Optimisation and Data Analysis

## Science

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3	
Science	Science	Science	Science	Applied Science	Biology	Biology	
				General Science (Core)	Biological Science	Earth and Space Science	Earth and Space Science
					Physical Science	Chemistry	Chemistry
				Advanced Science (Level 1)		Physics	Physics

## Social Sciences

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
Social Studies	Social Studies	Social Studies	Social Studies	Accounting	Accounting	Accounting
				Business Studies	Business Studies	Business Studies
			Classical Studies (Level 1)	Classical Studies	Classical Studies	Classical Studies
				Economics	Economics	Economics
			Geography (Level 1)	Geography	Geography	Geography
			History (Level 1)	History	History	History
					Tourism*	Tourism*

## Health and Physical Education

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education (compulsory)	Life Skills/Careers (compulsory)	
				Health Science & Psychology	Health Science & Psychology	Health Science
				Sport and Exercise Science	Sport and Exercise Science	Sport and Exercise Science

## Religious Studies

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
Religious Studies	Religious Studies	Religious Studies	Religious Studies	Religious Studies	Philosophy, Religion and Ethics	Philosophy, Religion and Ethics
					Option Religious Studies	Option Religious Studies

## Languages

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
Chinese	Chinese	Chinese	Chinese	Chinese	Chinese	Chinese
French	French	French	French	French	French	French
German	German	German	German	German	German	German
Japanese	Japanese	Japanese	Japanese	Japanese	Japanese	Japanese
Latin	Latin	Latin	Latin	Latin	Latin	Latin
Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori

## Arts

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
					Art History	Art History
Dance		Dance	Dance	Dance	Dance	Dance
Drama		Drama	Drama	Drama	Drama	Drama
	Music	Music	Music	Music	Music	Music
	Visual Arts	Visual Arts	Visual Arts	Visual Creative Arts	Visual Design Arts	Visual Design Arts
					Visual Arts Paint	Visual Arts Paint
					Visual Arts Print	Visual Arts Print
					Visual Arts Photography	Visual Arts Photography

## Creative Industries

Year 7	Year 8	Year 9	Year 10	Level 1	Level 2	Level 3
Creative Industries	Creative Industries	Digital Media Design	Digital Media Design			
		Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
			Design and Visual Communication	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication
				Entertainment Design		
		Food Technology	Food Technology	Food Technology	Food Technology	Food Technology
		Material Design Technology	Material Design Technology	Material Design Technology	Material Design Technology	Material Design Technology
				Media Studies	Media Studies	Media Studies



# International Baccalaureate Pathway

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Years 9-11	Year 12 & 13
English Literature (Group 1)	English Literature Chinese Literature
Languages Language B (Group 2)	Chinese
	English
	French
	German
	Japanese
	Spanish
	French Ab Initio
	Classical Language: Latin
Social Sciences (Group 3)	Economics
	Geography
	History
Creative Industries (Group 3)	Information Technology in a Global Society
Science (Group 4)	Biology
	Chemistry
	Physics
Mathematics (Group 5)	Mathematics
	Maths Studies
Arts (Group 6)	Music
	Theatre Studies
	Visual Arts

# University Entrance

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## NZQF ENTRANCE REQUIREMENTS

- NCEA Level 3
- 14 credits in each of three approved subjects at Level 3 or above
- Literacy \*- 10 credits at Level 2 or above, made up of: 5 credits in reading and 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of: achievement standards – specified achievement standards available through a range of subjects, or unit standards - package of three numeracy unit standards (26623, 26626, 26627- all three required).

\* **NB For entry into Auckland University 17 credits in English at Level 2 or higher are required.**

## NCEA APPROVED SUBJECTS FOR ENTRANCE TO UNIVERSITY

Accounting	Economics	Painting (Practical Art)
Agriculture & Horticulture	Education for Sustainability	Photography (Practical Art)
Biology	English	Physical Education
Business Studies	French	Physics
Calculus	Geography	Print-making (Practical Art)
Chemistry	German	Processing Technologies
Chinese	Health Education	Religious Studies
Classical Studies	History	Samoan
Construction & Mechanical Technologies	History of Art	Science
Cook Islands Māori	Home Economics	Sculpture (Practical Art)
Dance	Indonesian	Social Studies
Design (Practical Art)	Japanese	Spanish
Design and Visual Communication	Korean	Statistics
Digital Technologies	Latin	Technology
Drama	Mathematics	Te Reo Rangatira or Māori
Earth and Space Science	Media Studies	Tongan
	Music Studies	

## THE INTERNATIONAL BACCALAUREATE DIPLOMA REQUIREMENTS

All universities, both national and international require a minimum score for entrance.

In New Zealand universities, the minimum score is approximately 26, depending on the university and desired course.

Internationally, the minimum score is approximately 35, depending on the university and desired course.

All IB Diploma subjects are approved for entrance to university. Students taking English B must take Higher Level and gain at least Grade 5 to meet Literacy requirements at New Zealand Universities.

## Opportunities available to study a University Paper at Year 13

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Diocesan offers individual programmes to students who have already succeeded at Level 3 giving them the opportunity to study a university paper as part of their course. There are specific papers universities offer to secondary school students and these are studied either on campus or by correspondence. In 2019 selected students will be able to choose papers from a range of papers from The University of Auckland through the Young Scholars' Programme or other universities that offer extramural study.

*Students should discuss which papers they could take with the Careers Department.*

# Scholarship

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Scholarship Awards recognise excellence for secondary school students.

Scholarship will enable students to be assessed against challenging standards, and will be demanding for the most able students in each subject. Scholarship students will be expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations. There is a fee of \$30 per subject for domestic students or \$102.20 for International students to enter Scholarship.

Scholarship Monetary Awards for 2019 will comprise:

## **Single Subject Awards**

- For candidates who get Scholarship in one or two subjects
- A 'one-off' award of \$500 per subject

## **Top Subject Scholar Award**

- For candidates who are top in one of the 35 Scholarship subjects
- \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study

## **Scholarship Award**

- For candidates who get three or more Scholarship subjects
- \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study

## **Outstanding Scholar Award**

- For the top 40-60 candidates who get three Scholarship subjects with at least two at "Outstanding" level or more than three Scholarships with at least one at "Outstanding".
- \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary studies

## **Premier Award**

- For the very top 5 to 10 candidates who get at least three Scholarships at "Outstanding" level.
- \$10,000 each year for three years as long as candidates maintain at least a 'B' grade average in tertiary studies

There are conditions which govern these awards:

1. Where a candidate meets the criteria for more than one award, he or she will receive only the award of the highest monetary value in most circumstances. However, if a candidate receives a Top Subject Scholar Award, and also gets Scholarship in other subjects he or she will also receive one \$500 Single Subject Award.
2. Eligible candidates can defer taking up the monetary awards for one year
3. Scholarship awards cannot be aggregated over a period of time. A candidate needs to attain Scholarship awards in the same year to be eligible for the top three monetary awards (Scholarship Award, Outstanding Scholar Award and Premier Award).
4. To be eligible for a monetary award a candidate must
  - be either a New Zealand citizen or a permanent resident
  - be enrolled in tertiary study in New Zealand in the years they receive monetary awards
  - maintain a 'B' grade average during their tertiary study in order for them to receive one of the monetary awards over a three year period.
5. International fee paying candidates are not eligible for the Scholarship monetary awards. However, they will have their Scholarship success recorded on their Record of Achievement.
6. All Scholarship awards will be recorded on the candidate's Record of Achievement.

# Subject Selection: Forward Planning Sheet

Name:

Tutor Group:

Key concerns about my course planning for next year:

I would like specific information on:

Looking forward my tentative subject choices are:

Year	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
This Year							
2019							
2020							
2021							
2022							

Also, make sure you are in a position to achieve your numeracy and literacy requirements for University Entrance.

### Some useful places for you to look:

- <http://www.careers.govt.nz/>  
This site provides a number of great links.
- The App "Occupation Outlook"
- Remember - the best place to start for support is the Careers Office here at School.

Please remember - if you have any academic questions or concerns see the Dean, Careers, and Deputy Principals who are here to help you. It is better to deal with concerns as soon as they arise.

# Year 9

In Year 9, as well as the core subjects, students choose one language and this will be a full year course, then two subjects from each of the Arts and Creative Industries groups. These will be semester courses.

**Every effort will be made to enable you to take the subjects you wish but not every combination can be guaranteed. Some subjects may not be offered if numbers opting for them are too small.**

\*Individual students, in consultation with the Dean and CEL Director may select English Language (formerly ESOL) or Learning Support (LSP)

**Note:** In Year 10 students will select three full year option subjects. Any subject that you take in Year 9 can be continued in Year 10. The language you take in Year 10 must have been taken in Year 9. If you have not taken the language in Year 9, permission must be sought from the TIC of the language in question.

## Core Subjects

- English
- Health & Physical Education
- Mathematics
- Science
- Social Sciences
- Religious Studies

## Languages

Choose one Language from the list below

- Chinese
- French
- German
- Japanese
- Latin
- Spanish
- Te Reo Māori

## Arts

Choose TWO semester courses from the list below

- Dance
- Drama
- Music
- Visual Arts

## Creative Industries

Choose TWO semester courses from the list below

- Digital Media Design
- Digital Technologies
- Food Technology
- Material Design Technology

## Dance

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### Outline of Course

This is an opportunity for students to discover the basic elements of dance (body, time, energy, space and relationships) and to begin to explore movement, choreograph and present their own dance sequences as well as experiencing a variety of styles.

Students will explore dance in greater depth through tasks and activities with a focus on choreography. Students will view, respond to and understand a range of dance styles from a variety of cultures and contexts. They will explore and learn the styles of Contemporary, Hip Hop and Jazz dance. Through this exploration of performance and choreography, they will develop an understanding of dance vocabulary and learn to describe dance movements.

## Drama

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### Outline of Course

Drama is a collective and individual journey. Students will learn how to link imagination, experiences and emotions in a creative way. Drama, although primarily a practical activity, is supported by the written word. In Drama we strive to provide opportunities to make learning effective by working collaboratively, exploring and building on individual and peer ideas.

In this course there is the opportunity for students to explore drama techniques, storytelling and working with text. The focus is on creativity, working collaboratively, sharing ideas and building confidence. Through working collaboratively students will reflect on their place in the world as well as the vital contribution that Drama makes to their individual, social and cultural identity.

### Content includes:

- Improvisation
- Storytelling
- Working with short text

## Music

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### Outline of Course

In this option there is a focus on creating, performing and enjoying music through predominantly practical activities. Students choose either a contemporary or classical option, and the music they listen to, learn about, play and create will primarily include styles within their chosen genre.

Students will learn to tap into their creative sides as they write songs or compositions for instrumental duos. They will develop confidence to present performances of music individually and in small groups. Students will also get the opportunity to explore a range of music styles through listening and investigation. The class will attend concerts to experience live music.

Participation in music helps students to:

- think critically and creatively
- express ideas
- improve confidence and self-awareness
- build collaborative and leadership skills

Previous musical experience is useful but not essential; beginner and advanced musicians will have the opportunity to be challenged and to advance their skills in a supportive environment. Students who take music are required to learn either voice, or an instrument of their choice, through the school itinerant programme or private tuition. This can be in groups, and may be at beginner level for new students.

## Visual Arts

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### Outline of Course

In this option, students will be given opportunities to learn how to use materials and techniques to make artworks in some of the following art fields: Painting, drawing, photography, design, moving image, animation, printmaking and sculpture.

Students will be provided with clear pathways to year 10 and Level 1 visual art options. An education in the Visual Arts is essential to develop and nurture creative thinking. This is at the heart of our economic, social and cultural future. Visual Arts is about learning to think and problem solve. Students will learn how to communicate their ideas and they will gain technical skills and a visual vocabulary. Year 9 students will use inquiry learning and innovative thinking approaches, and our unique interdisciplinary programme will challenge students to take risks and think outside the square. Some units will be integrated to allow for a range of learning experiences across fields. By learning to 'read' the work of others, students will understand how to give relevance to their own art making. Student learning, including research, reflection and evaluation will be documented as coursework in their journals.

In the Visual Arts students, will:

- Become competent, creative, visual communicators;
- Learn to think flexibly, confidently and imaginatively;
- Be encouraged to take risks in their thinking and their practice;
- Document, reflect on, and evaluate their learning in their journal;
- Be provided with the skills, materials, techniques and facilities to realise their ideas;
- Take an idea, break it down, reinterpret it pictorially and rebuild it in any format, effectively communicating the original concept;
- Learn about the context of artworks they study to inform their art making;
- Examine and understand the 'what, why and how' of artworks.

**Course costs: \$80 for art materials supplied**

## Languages

Language learning is sequential, which means that building a wide vocabulary and range of language patterns takes place in a logical, progressive order. Continuity of learning is also important to build fluency and to consolidate basic patterns. To this end it is expected that students take a language that has been studied in Year 8. If a student chooses to select a new language in Year 9 she must be prepared to work very hard to reach the same level as the other students in the class who have already studied the language for one or two years.

## Chinese

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### Outline of Course

Students will be using the *Kuaile Hanyu* (Happy Chinese) textbook with a Chinese character writing practice booklet. They are expected to work on the four language skills: listening, speaking, reading and writing.

Chinese cultural lessons will be introduced throughout the course.

The first two/three weeks of the course will be focusing on revising, consolidating and going into more depth on the topics covered in Year 8. Students will then build on the knowledge with the introduction of new topics during the year in order to improve their fluency and competency of the language. Topics covered during the year will be family life, food, school life, hobbies, weather and travel.

During lessons students will be watching authentic situational video clips, listening to CDs, singing songs, playing games, doing paired activities and role plays. They will also have the opportunity to practise Chinese calligraphy and experiment with other Chinese cultural activities such as making and tasting Chinese food. Regular work with laptops, including listening to and creating audio recordings of speeches or conversations, playing vocabulary games and using interactive programmes such as Language Perfect will be scheduled. Homework will often be in the form of learning new words and structures, completing cultural projects as well as practising Chinese characters.

Students will have an opportunity to go on an excursion to see and feel the influence that Chinese culture and tourism has had on our city and to experience Chinese food in a Chinese restaurant.

**Course costs: \$50**

## French

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### Outline of Course

The Year 9 course aims at developing further the ability to read, speak and write in French and to explore additional aspects of French life and culture. Students are involved in a range of activities, dealing with practical topics (e.g. eating and drinking, health, leisure activities, travelling, housing, shopping and fashion) preparing them for possible travel in French speaking countries.

The first part of the course will broaden and deepen students' knowledge covered in Year 8. Students will then build on the knowledge that they already have in order to improve the fluency, complexity and accuracy of their French.

A wide range of authentic materials and communicative activities are used during the lessons (e.g. projects, games, songs, comics, CDs, movies, magazines, French websites, etc.) in order to cater to students' needs and increase their motivation.

Regular tutorials to support learning and extra events (e.g. theatre troupe, speech competition, cooking) will be organised outside the class throughout the year.

There is regular testing during the year such as vocabulary testing. In addition, there is a summative assessment at the end of the first semester and a formal end of year examination comprising listening, speaking, reading and writing. At Year 9, it is possible that a student conversation and writing portfolio will be introduced.

A coursebook and workbook will be given at the start of the year as well as DioConnect access to materials including coursework references, tasks, feedback and grades.

**Course costs: \$53**



## German

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### **Outline of Course**

During the start of the year, students will continue with the textbook *Logo 1*. Later in the year students will commence with the textbook *Logo 2* and the accompanying workbooks. The year will start with revision covering material taught previously. Topics to be covered during the year will comprise:  
family, countries, pets, dates, school, hobbies, your home, food and drink, sports and physical description.

Various teaching strategies will include role plays, paired activities, power point presentations, vocabulary games and the like. There will be regular work to do on laptops, including listening to and making sound files, using language programmes such as Language Perfect and doing cultural activities. Homework will be allocated regularly.

German will be used frequently in class by the teacher in an effort to expose students to the target language. Students will be encouraged to use German as often as possible. Furthermore, they will have the opportunity to speak in German with our German Assistant in small groups as a means of fostering their pronunciation and confidence.

This course covers the four language skills of listening, speaking, reading and writing as well as the culture of the German speaking countries and people concerned.

**Course costs: \$25**

## Japanese

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### **Outline of Course**

Students start the year by learning the second of the Japanese writing systems so that by the end of Term 1 they are writing entirely in script.

The theme of the year is "My Trip to Japan" and the year is set up so that students are planning their own trip. To this end, students plan which season to go, who to go with, what to see, where to stay and what transport to use. By the middle of the year they are able to write their itinerary in Japanese and use it as the basis to discuss their travel plans with Japanese friends. Students also visit a Japanese supermarket and take part in an "Amazing Race" in Queen Street, trying out their newly acquired Japanese reading skills to read labels and signs and to find real Japanese people.

The second half of the year sees the students "arrive" in Japan and meet their homestay family. They learn how to behave at school, why Japanese students wear slippers in school, what club activities they can join and why Japanese students clean their own school. They are able to discuss with Japanese friends what subjects to take, plan their timetable, and write a diary entry from one of their days at school in Japan.

Vocabulary and language patterns are introduced regularly throughout the year, each one building on the one learnt before so that by the end of the year students can express themselves in increasingly complex spoken and written Japanese and they can understand increasingly complex spoken and written passages.

**Course costs: \$83**

## Latin

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### Outline of Course

Students work their way through the Year 9 Latin Workbook, following Quintus and his family, who live in Ancient Rome. The course aims to give a good foundation in the basics of Latin grammar, while enriching students with the wide variety of English derivations from Latin encountered in medicine, law, science, philosophy and everyday language. The course also covers a wide range of cultural topics and mythology, including: Roman Food, the Forum and Shopping in Ancient Rome, Schools in Ancient Rome, Gladiators, Crime and Punishment in Ancient Rome, Slavery, gods and goddesses, Roman Theatre and Entertainment.

Students will learn through many types of activity in the classroom, including: online games, whiteboard and buzzer quizzes, performing plays, creating stories and comics in Latin, and cultural presentations. In addition, DioConnect, an online learning tool, will be used both for class activities and for giving feedback to students electronically.

Other activities, in which students will have the opportunity to participate to support their learning, include: Cooking some Roman recipes, participating in a Roman breakfast, and a field trip to the Museum to see real Roman artefacts. In addition, students can join Latin Club, which is a club for all students interested in the Roman world that meets bi-weekly in terms two and three. Regular 'Latin Help' sessions for students who need extra help will also be available.

Both students who have studied Latin before and students who are new to the subject can take Latin in Year 9, and the course is structured in such a way that all students are quickly learning new content – meaning that students who have taken the subject in Year 8 aren't going over the same things, and students who are new to the subject aren't disadvantaged.

**Course costs: \$50**

## Spanish

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### Outline of Course

In Year 9 students will explore their immediate world; their family and friends, their home, their free time, their daily routine, their school routine and their town. They will learn to interact in a variety of situations pertaining to these areas to exchange information. They will develop the skills of listening, speaking, reading and writing. They will start to learn about creating a portfolio of their productive language - spoken and written Spanish. They will be encouraged to participate in a variety of interactive tasks and activities to use the language as they learn it. They will learn about the cultures of the Hispanic world in an integrated way as they learn the language. This may take the form of dance, cooking traditional dishes and watching appropriate Spanish language videos and films.

**Course costs: \$20**

## Te Reo Māori

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### Outline of Course

Students will explore a range of topics including:

- Taku Akomanga, Nga Mihimihi
- Rataka, Ra Whanau
- Whakamana, Whakapaha, Pepeha
- Taku Kainga
- Taku Whānau
- Noku Toku Ao
- Nga Mahi Whakangahau
- Nga Ahuatanga o te Tinana

In this course students will have the opportunity to attend the Polynesian Festival and the regional Nga Manu Korero speech competitions. There is also a field trip at the end of the year to Te Hana, to explore and understand pre-European life in Aotearoa.

**Course costs: \$50, Optional over night stay \$120 (estimated)**

## Digital Media Design

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### Outline of Course

Digital Media Design is a diverse and exciting industry that spans many specialisms. These specialisms include areas such as graphic and communication design, typography design, animation and motion graphics, digital illustration and painting, user experience design, 3D visual effects, physical and digital fabrication for creature design and concept art. Digital Media Design becomes Entertainment Design in Levels 1 - 3 and is also helpful for students interested in Digital Art such as Photography and Design, Media Studies and Digital Technologies in the senior school.

This course is designed to give students a taste of some of the areas that sit within Digital Media Design as well as building their confidence in a collaborative 'studio' environment. Students will undertake projects that have been developed with industry professionals and will have the opportunity to design and create outcomes using industry standard materials and techniques. Specialist software will be used to develop design ideas and may include programmes such as; Adobe Creative Suite (Photoshop, Illustrator, InDesign, After Effects, Premier Pro, Animate), Maya and Z-Brush. While an interest in using digital tools such as specialist software and hardware is important, experience is not necessary at this stage.

Digital Media Design is the perfect course for anyone wanting to learn how to solve design problems that are digital in nature whether that is animated graphic design, large scale public installations or game art.

## Digital Technologies

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### Outline of Course

Digital technologies are transforming how we live, shaping our homes and our places of learning and work, changing the way in which we interact with each other in our everyday lives. The study of Digital Technologies as a subject covers two main areas of the New Zealand curriculum:

- Computational thinking for digital technologies
  - Students develop computational and algorithmic thinking skills, and an understanding of the computer science principles that underlie all digital technologies.
- Designing and developing digital outcomes
  - Students develop an understanding that digital applications and systems are developed by people for people. They develop increasingly sophisticated understandings and skills related to the design and production of quality digital outcomes.

The digital industry covers a wide range of possible contexts for creation of digital applications with students able to explore interests in information and communications, computer programming, software development and engineering, web development, games, multimedia, computer systems and robotics and electronic control, augmented and virtual reality.

Digital Technologies at Year 9 is the pathway for those students who want to create the software and systems that other people use. The semester course at Year 9 allows students to

- Develop an understanding of computational thinking
- Explore electronics and circuit boards
- Design and build computer programs
- Explore character design
- Design and build computer games and animations

Students will undertake two major projects during the semester in consultation with their teacher. In addition to this students will also develop key understanding of fundamental computer science concepts such as how data is stored and transferred.

## Food Technology

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### Outline of Course

During this semester course, students have the opportunity to explore New Zealand's changing food habits and trends. The first half of the course covers professional practice in the kitchen whilst building practical competency. Students are then stepped through the product development process as they develop a food product to sell at a school based market day at the end of the semester.

The technological process requires Year 9 students to work in a logical sequence to:

- Explore the context of the artisan food industry
- Conduct market research
- Create and analyse nutritional profiles using industry software, MenuCoster
- Explore ways to modify the products in order to achieve healthier alternatives
- Develop and master practical skills to trial, test and evaluate a range of artisan food products
- Use stakeholder feedback to design and develop a minimum of 10 units of a food product suitable for sale at the nominated market day
- Reflect on, and evaluate their final outcome, the success of their market day and the effectiveness of their planning and practice

**Course Costs: \$65. The course fee covers the cost of ingredients for practical food preparation.**

## Material Design Technology

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### Outline of Course

This course offers students an inspiring introduction to material design and construction. Students explore existing products and trends to encourage unique new material design ideas. The semester is divided into two projects:

Project One will see students create a personalised applique design for a tote bag, which is used as storage for their visual diary, materials and thread.

Project Two will encourage students to develop their sewing skills and fabric printing techniques to design and make either a homeware or a garment design outcome.

Students will:

- learn how to develop a series of drawings to inform their own design outcomes
- use stakeholder feedback to realise their design potential
- use functional modelling to test/ trial their design ideas in a Material Design context
- learn and develop sewing skills that will prepare them for Year 10 Material Design Technology
- be excited by the process of taking their unique vision from concept to reality.

**Course cost: \$35. Students will supply fabrics as required for their final outcomes however the course costs will cover any trialling of ideas.**

# Year 10

**In Year 10 students choose three options as well as the core subjects.**

Option subjects, of which students choose 3, are listed. In Year 10 it is strongly recommended that students continue with a language. The language(s) chosen must have been studied in Year 9, but all other options can be started at this level. We encourage all students to consider NCEA, the IB Diploma and future tertiary studies when selecting options.

**Every effort will be made to enable you to take the subjects you wish but not every combination can be guaranteed. Some subjects may not be offered if numbers opting for them are too small.**

When selecting options for Year 10, complete the Forward Planning sheet on page 11 to help see where subjects lead.

Advancement is offered in Mathematics, Classical Studies, Geography, History, and Science with Enrichment in English. The Head of Faculty, in consultation with the Dean, Deputy Principal and CEL Director, will make the final decision as to who will participate in an advanced/enriched subject.

Please see page 21 for the process for consideration for these courses.

Individual students, in consultation with the Dean and CEL Director may select ELL or Learning Support (LSP).

**Glossary**

NZQF = New Zealand Qualifications Framework

NCEA = National Certificate of Educational Achievement

Students are studying NZQF Standards

The qualification students are working towards is the NCEA

**Core subjects:**

- English
- Health & Physical Education
- Mathematics
- Science
- Social Sciences
- Religious Studies

**Options:**

- Dance
- Drama
- Music
- Visual Arts
- Design & Visual Communication
- Digital Media Design
- Digital Technologies
- Food Technology
- Material Design Technology
- Chinese
- French
- German
- Japanese
- Latin
- Spanish
- Te Reo Māori

# Process for Advancement and/or Enrichment Consideration

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As part of the option choices for Year 10 students, advancement is offered in Mathematics, Classical Studies, History, Geography and Science with enrichment in English. The process for consideration for these courses is outlined below for you.

The following criteria will be used by academic staff who will make the final decision on placement in an advanced programme:

- Consistent academic excellence
- Proven high level reasoning skills
- Emotional and social maturity
- Ability to manage time, and balance academic and other commitments
- Independence and self motivation
- Consideration of Senior Curriculum pathway

There are advantages and disadvantages to selecting advanced and/or enriched subjects, and there is no expectation that participation in this programme suits all students.

## **Advantages:**

- To enable a differentiated programme for students at Year 10
- Long term benefit is breadth in overall programme for the Senior Curriculum
- Increased challenge

## **Disadvantages:**

- Expectations are sometimes unrealistic
- Lack of maturity may prevent achievement at the level they could gain in Year 11
- Increased anxiety levels when working at a higher level
- Core curriculum of Social Studies at Year 10 is missed

You will be asked to indicate your interest for advancement and/or enrichment in Term 4.

## English

### Outline of Course

Students in Year 10 English study written, visual and oral texts in a way that prepares them for Level 1 assessments. In addition, students are increasingly exposed to a study of unfamiliar texts. Both creative and formal writing are important aspects of the course. Students are entered for one Level 1 standard. All students present a speech for the Year 10 speech competition.

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
90854	Form personal responses to independently read texts, supported by evidence	Internal	4
		<b>Total Credits</b>	<b>4</b>

## English for Literacy (ENL)

**Prerequisites: All students must be from a non-English speaking background with English as a second language (known as English Language Learners - ELLs).**

*Students will be placed into this course in place of mainstream Year 10 English, at the discretion of the Director of ELL and the HoF English.*

### Outline of Course

Students in Year 10ENL study written, visual and oral texts in a way that prepares them for Level 1 assessments. In addition, students are increasingly exposed to a study of unfamiliar texts. Both creative and formal writing are important aspects of the course. Students are entered for one Level 1 standard. All students present a speech for the Year 10 speech competition.

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
28070	Write a response for a specific purpose	Internal	5
		<b>Total Credits</b>	<b>5</b>

## English Language (ELL)

**Prerequisites: All students must be from a non-English speaking background with English as a second language (known as English Language Learners - ELLs).**

*This course replaces one of the Year 10 option subjects. Relevant students will be encouraged to take this course in consultation with the Director of ELL and their dean.*

### Outline of Course

English Language supports the development of critical literacy and communication skills in reading, writing, listening and speaking. Proficiency in these skills prepares students for effective learning and achievement in mainstream subjects.

All ELL students are encouraged to attend the ELL homework centre which runs every Thursday after school. This facility is available to support all subject areas.

# Health and Physical Education

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## Outline of Course

The *Sexuality, Gender and Physical Activity* unit explores the key terms and develops the students understanding of how these may impact on their choices and behaviours

The *Stage Spectacular* unit focuses on a cooperative learning approach in which all classes must apply Harvard Business School's teaming behaviours to develop a fully student lead dance around an ethical issue.

The *Move to Improve* unit explores how and why basic anatomical and biomechanical knowledge can enhance the execution of sports specific skills.

The *Movement Skills* unit focuses on skill acquisition in sport. Students will learn the science underpinning fundamental movement skills, applying this knowledge across a variety of contexts.

The *Why risk it? Adolescent development* unit will enable students to develop the skills that will empower them to make appropriate decisions and valid judgements. They will critically examine personal, interpersonal and societal influences and learn what and where help is available when faced with issues related to mental health and drugs.



## Mathematics

### Outline of Course

This course covers the following strands:

- Algebra and number
- Geometry and measurement
- Statistics
- Financial literacy
- Financial numeracy

All Year 10 students will be assessed in a Level 1 unit standard. These credits will go towards obtaining Numeracy. To obtain Numeracy and University Entrance, a total of 10 credits is required at any level of mathematics. There are no specific standards that must be achieved.

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
US24709	Produce a balanced budget to manage personal finances	Internal	3
<b>Total Credits</b>			<b>3</b>

OR

## Mathematics Level 1

### Outline of Course

Mathematics is a core subject for all Year 10 students, although some students will be considered to further their understanding through advancement into a Level 1 NCEA mathematics course. (see page 21). This course is intended for those students who are very capable at mathematics and are ready to complete Level 1 mathematics a year early and study Level 2 mathematics in Year 11. In order to be accepted onto the Higher Level IB course students must study Level 2 mathematics in Year 11. To obtain Numeracy and University Entrance, a total of 10 credits is required at any level of mathematics. There are no specific standards that must be achieved.

The course covers the following strands:

- Algebra and number
- Geometry and measurement
- Statistics

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
91026	Apply numeric reasoning when solving problems	Internal	4
91027	Apply algebraic methods in solving problems MCAT	External	4
91028	Investigate relationships between tables, equations or graphs	External	4
91029	Apply linear algebra in solving problems	Internal	3
91032	Apply right-angled triangles in solving measurement problems	Internal	3
91037	Demonstrate understanding of chance and data	External	4
<b>Total Credits</b>			<b>22</b>

## Science

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### Outline of Course

The Year 10 Science course is based on the Level 1 standards and provides a firm foundation on which to build the Year 11 Science programmes.

Biology

Show understanding of aspects of biology - Flowering plants

Chemistry

Show understanding of aspects of chemistry - Carbon Chemistry

Physics

Show understanding of aspects of physics - Electricity

Students will cover the topics throughout the year. At the end of each unit students will have a short assessment and this will contribute to their end of year course grade.

Based on their success in Year 10, students will have the opportunity to study Biological Science and Physical Science in Year 11 as a double science course or in a General Science or Applied Science course.

## Advanced Science

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### Outline of Course

Science is a core subject for all Year 10 students, although some students will be considered to further their understanding through advancement into a Level 1 NCEA science course (see page 21). This is a slightly shorter course than Year 11 General Science, giving students more time to explore the ideas and become accustomed to NCEA assessment styles. It also allows for optional extracurricular activities such as CREST, Science Fair, ICAS and Brainbee. Students will then have the opportunity to gain breadth of knowledge in science in Year 11 by studying Physical Science and Biological Science. The advanced science opportunities in Year 11 build on the core ideas laid down in Year 10 Advanced Science and allow students to explore more areas of science than possible in the standard General Science course alone. It is a great first step on the path to Scholarship studies in Biology, Chemistry and/or Physics.

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
90928	Demonstrate understanding of biological ideas relating to the life cycle of flowering plants.	External	4
90932	Demonstrate understanding of aspects of carbon chemistry	External	4
90937	Demonstrate understanding of aspects of electricity and magnetism	External	4
<b>Total Credits</b>			<b>12</b>

## Social Studies

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### **Outline of Course**

The Year 10 Social Studies programme builds on learning carried out in previous years to equip students with a sound understanding of how societies work and how students can participate as critical, active, informed, and responsible citizens. The course provides a solid foundation for those who wish to study specialised Social Sciences courses in Year 11. Social Studies is a core subject for all Year 10 students, although some students will be considered to further their understanding of societies through advancement into a Level 1 NCEA Classical Studies, Geography or History course (see page 21).

The following topics are covered in this course:

Migration

- Pattern and nature of migration
- Impacts of migration

Economic Decisions

- What is Trade?
- Fair Trade Coffee
- Impacts of Fair trade

The Pacific

- How cultures interacted in the past in the Pacific
- How the Pacific is using its resources to improve development

Human Rights

- The universal declaration of human rights
- Causes and consequences of genocide (Holocaust and Rwanda)
- Child labour
- Protection of human rights

The students will cover all the topics throughout the year. A formal assessment will be completed at the end of each unit.

# Classical Studies

## Level 1

### Outline of Course

Classical Studies is the study of the lifestyle, leading figures, art and architecture, literature, politics, mythology and ethical philosophy of the ancient Greeks and Romans. The influence of these two civilisations on many aspects of Western civilisation such as medicine, law, language, art, literature, science and design is undeniable as well as having a continuing impact on aspects of popular culture including advertising and film. Classics is certainly more than just ancient history!

In class students might find themselves critiquing a modern film adaptation of *The Odyssey*, applying their knowledge of Roman art by designing their own, participating in a recreation of traditional Greek hospitality customs, competing in a quiz, acting out a scene from a heroic myth or writing a lonely hearts ad for a goddess. Students are engaged in learning through a variety of methods and hone their skills of paragraph and formal response writing, presenting and oral discussion, viewing and examining concepts from a number of viewpoints, interpreting primary source materials as well as seeing and understanding the deep and significant connections which run between the Greek and Roman worlds and Western civilisation. Classics is everywhere and students of Classical Studies find relevance and links when thinking about their other subjects, when travelling abroad as well as in careers such as journalism and media, business, law, design and architecture, medicine, education and public service.

### Topics offered in 2019:

- Gods and Heroes - the myths and legends of the ancient world, the Trojan War story and the Olympian Gods
- Greek Literature - a study of the important ideas and values of the ancient Greeks as shown through their stories. Concepts such as sacrifice, loyalty, duty, revenge, hospitality, pride, love, the role of the gods and the social position of women are examined. The Greek epic text, "The Odyssey" by Homer forms the base of our study and we look at the ways that Odysseus, handsome, brave and quick thinking, reflects the values of his society.
- Art and Aesthetics - we study important buildings, monuments and portraits such as the Colosseum, Trajan's Column, Augustus Prima Porta and the Ara Pacis as well as Roman houses and art from Pompeii. This allows us to discuss and reflect on the classical world's ideals of beauty as well as the Romans use of art and architecture as a form of propaganda to show their wealth, success and power.
- Who's Who? A close study of the important relationships within societies such as the position of women, the role of slavery, the importance of family etc.

Classical Studies is a popular and enjoyable subject which appeals to a wide range of students and the majority of students who study Classical Studies continue through all levels. No knowledge of Latin or Greek is required.

**Optional Cost: Many senior students purchase their own set texts. Many senior students find it useful to annotate their own copy. The total cost of the texts ranges approximately between \$15 and \$50 depending on the number of texts students choose to buy. All texts will otherwise be supplied by the school.**

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
91021	Demonstrate understanding of the ideas and values of the classical world	External	4
91022	Demonstrate understanding of the significance of features of work(s) of art in the classical world	External	4
91024	Demonstrate understanding of social relationships in the classical world	Internal	6
91025	Demonstrate understanding of links between the classical world and another culture	Internal	6
<b>Total Credits</b>			<b>20</b>

# Geography

## Level 1

### Outline of Course

Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time: the relationship between people and the land they live on. It is also about why things are where they are. Geography investigates the ways in which features are arranged on the earth's surface. It describes and explains the patterns and processes that interact to create natural and cultural environments.

The geography course is designed to give students conceptual understanding of change, place, processes, patterns, sustainability and perspectives. Students of geography apply skills and methodology to understand current contemporary issues and global studies. Research and fieldwork is an important component of our studies and allows for the synthesis of resources to come to justified conclusions. It is a highly relevant discipline that seeks to understand and solve important issues facing the world we live in.

Topics likely to be offered in 2019:

- Is tourism in Waitomo sustainable? Does it have an impact on the environment?
- The global study of population fertility rates around the world. Does this impact on global population growth?
- Learn to interpret maps and other visuals to understand more about our natural and cultural environments
- Research how our local parks cater for those who live in the surrounding areas. Are our green spaces providing us with what we need?
- Understand how the Christchurch earthquake occurred and the impacts on the natural environment and on people.

**Course Costs: \$40 for course booklets, Field Trip to Waitomo Caves (cost to be confirmed).**

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
91007	Demonstrate geographic understanding of environments that have been shaped by extreme natural events	External	4
91009	Demonstrate a geographic understanding of the sustainable use of an environment	Internal	3
91010	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	External	4
91011	Conduct geographic research, with direction	Internal	4
91013	Describe aspects of a geographic topic at a global scale	Internal	3
<b>Total Credits</b>			<b>18</b>

# History

## Level 1

### Outline of Course

History is about the present as much as about the past. It helps us to see how our lives have been shaped, how they were not always how they are today and may not necessarily continue to be so in the future. The theme for the Level 1 History course is “The end of the world as we know it” and students will explore remarkable and unexpected events and dramatic trends through a study of some of the following topics: Medicine through the Ages; Black Civil Rights 1954–1970; the significance of the battle at Passchendaele; the Springbok Tour, and the decade of the 1980’s.

Students will look at how medicine and science have changed our lives from Roman times to the present day. Students will also investigate key events in American history as well as New Zealand history.

Students will gain essential skills such as carrying out independent research, producing an imaginative presentation and investigating an event from different viewpoints. They will also practise useful skills such as paragraph and essay writing and interpreting sources of information and have fun living history through role plays and dramatic sketches, debates, interviews and listening to guest speakers. These oral and written skills are vital for many future careers in all professions including law, public relations, journalism and media work, marketing and event management, education and medicine.

History appeals to a wide range of students as it fits well with subjects from across the curriculum.

Topics offered in 2019:

- Quirky Quackery: Medicine through the Ages
- The Exceptional Eighties
- The significance of Passchendaele, NZ’s most tragic event
- Black Civil Rights in the USA (1954–1970) the role of Martin Luther King Jnr and Rosa Parks
- Springbok Tour 1981

**Course Costs: Course fee Includes booklets and Field Trips approximately \$100.**

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
91001	Carry out an investigation of an historical event or place of significance to New Zealanders	Internal	4
91002	Demonstrate understanding of an historical event or place of significance to New Zealanders	Internal	4
91003	Interpret sources of an historical event	External	4
91004	Demonstrate understanding of different perspectives of people in an historical event	Internal	4
91005	Describe the causes and consequences of an historical event	External	4
<b>Total Credits</b>			<b>20</b>

## YEAR 10- ARTS

# Dance

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### Outline of Course

This course will broaden students' movement vocabularies by giving them the opportunity to explore and develop composition and performance skills. It will improve students' technique through warm up activities and performance units. A range of skills associated with viewing and responding to dance performance will be introduced. Students will learn a range of dance genres including Hip Hop, Contemporary, Salsa, Bollywood, Arabic and Disco.

The course aims to continue to develop enthusiasm for the study of dance and to teach students to work together in developing choreographic and performance skills. It will give students more confidence in themselves and their ability to create and perform dance. The ability to reflect and give feedback on their own work and the work of others is also built into the course.

# Drama

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### Outline of Course

This course continues to develop the use of Drama Techniques, Elements and Conventions in performance and devised work. It encourages students to take what they already know about drama and combine this with new knowledge of vocabularies, genre, conventions and elements in drama. The students will perform from selected text as well as producing their own body of work.

Qualities that are valued within the theatrical ensemble will be emphasised. These include cooperation, collaboration and listening, as well as the offering of ideas in both rehearsal and performance work. Inherent in the course is the ability to act with confidence, sincerity and conviction, as well as developing self-confidence and communication skills. The ability to reflect and give feedback on their own work and the work of others is also built into the practices of learning to act and make plays. The course also offers two industry based Unit standards that will focus on skill development.

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
US26688	Demonstrate knowledge and techniques of make-up applications for a performance context	Internal	4
US26689	Demonstrate knowledge of costuming for a performance context	Internal	3
		<b>Total Credits</b>	<b>7</b>

## Music

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### Outline of Course

In this course students learn the skills that could lead to a career pathway in the exciting and growing world of music and media. This includes experience in genres such as film and game music, music recording and production, arrangement, live performance and music technology.

Students can choose either a contemporary or classical focus for their projects. They are able to design their own creative tasks within frameworks, choosing the genre or medium in which they will publish. In some projects students can work collaboratively, as they would in real-world scenarios. As they gain confidence and experience students will present and publish to a wider audience.

Students will continue to grow in confidence as they present performances individually and in small groups, in styles of their own choice. RockQuest, Play It Strange and Chamber Music involvement will enhance class activities. Students will strengthen their understanding of the elements of music through investigation, score reading, analysis and listening. The class will also attend concerts to experience live music. Students may use a range of technology to record and present their work including PA systems, music production and notation software and our cutting-edge recording studio. There are also opportunities to work with professional musicians in this course.

Participation in music helps students to:

- think critically and creatively
- express ideas
- improve confidence and self-awareness
- build collaborative and leadership skills

A year of instrumental or voice tuition before Year 10 is advised, but motivated beginners are welcome too. Students electing music are required to learn voice, or an instrument of their choice, through the itinerant programme or private tuition.

This course effectively prepares students for Level 1 Music.



## Visual Arts

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### Outline of Course

In this option, students will continue to build on a foundation for future learning, with clear pathways to all the art disciplines up to level 3, and including International Baccalaureate. Year 10 Visual Arts is a preparatory year for both level 1 Creative Visual Arts courses (option A and option B) and many key thinking and technical studies are introduced in this course to provide a visual vocabulary that will form the basis of further study. It is strongly recommended students intending further study at Levels 2 and 3 (Painting, Printmaking, Design, and Photography) engage in some prior study in the Visual Arts field. Year 10 students will use inquiry learning and innovative thinking approaches to explore their art ideas that will be based on a sound foundation and an in depth understanding of art making principles. As visual creative invention adapts to a changing art world, courses of study in the visual arts have evolved to include new ways of learning. Using traditional art making forms combined with new technologies, including digital and moving image, students will translate their concepts into individual artworks. Students will learn about art conventions, develop their own artistic vocabulary and become visually literate communicators in the visual arts. An understanding of the contexts in which art is made and valued will also be developed.

In the Visual Arts students, will:

- Become competent creative visual communicators;
- Learn to think flexibly, confidently and imaginatively;
- Be encouraged to take risks in their thinking and their practice;
- Document, reflect on, and evaluate their learning in their journal;
- Be provided with the skills, materials, techniques and facilities to realise their ideas;
- Take an idea, break it down, reinterpret it pictorially and rebuild it in any format, effectively communicating the original concept;
- Learn about the context of artworks they study to inform their art making;
- Examine and understand the 'what, why and how' of artworks.

During Year 10, the course is general in the range of activities offered and there are five principal areas of investigation. Students will undertake research and drawing into all or a combination of the following fields: Painting, photography, design, (includes moving image and animation) printmaking and sculpture. Student learning, including research, reflection and evaluation will be documented as coursework in their journals.

**Course Costs: \$120 for materials and equipment.**

## Design and Visual Communication

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### Outline of Course

During the year, students will develop their creativity, learn about the practice of designing (ideation and developing ideas) and use a variety of drawing, modelling and digital communication techniques. This subject starts at Year 10 and carries through to Year 13 and provides an excellent basis for tertiary studies in the fields of Architecture, Landscape, Product and Graphic Design.

Students will be given a variety of creative tasks and design briefs throughout the year based around areas such as packaging design, interior design and landscape architecture. For each project they will need to solve design problems through exploration of diverse ideas, then develop them into a unique and innovative solution, presented using digital tools or fabrication techniques. Students will explore contemporary practice and meaningful design issues that are relevant to society with a specific focus on the utilisation of sustainable design principles.

**Course Costs: \$65 to cover modelling materials and 3D printing costs.**

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
91069	Promote an organised body of design work to an audience using visual communication techniques	<b>Internal</b>	<b>4</b>
		<b>Total Credits</b>	<b>4</b>

## Digital Media Design

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### Outline of Course

Year 10 Digital Media Design builds on the skills and problem solving of all Year 9 Creative Industries courses. The year is split into three major projects which focus on providing a broad range of technical skills along with the opportunity to develop outcomes that will be displayed in a public exhibition. This course has been developed alongside industry and tertiary institutions to ensure students develop relevant design and thinking skills, as well as critical real-world relationships.

The first project introduces students to graphic design and typography through contemporary illustration. Students will learn how to generate and develop handmade and digital assets for a contemporary illustration. By the end of this project students will have designed and produced a limited edition run of prints with the intention of marketing those prints to an audience.

The second project introduces students to the world of animation. As well as learning the fundamentals behind the field, students will learn how to make things move using different techniques across a range of software. By the end of this project students should have developed an understanding of the style and techniques that may suit their own design ideas as they move into complex animated design problems in Entertainment Design.

The third project combines physical visual effects fabrication skills with digital painting and concept art. Students will learn how to design and develop creatures for worlds of their own creation. By the end of this project students will have learnt how to physically scale models of their creatures, record and adjust these models digitally, and create supporting concept art and narrative around the environment the creatures inhabit.

Digital Media Design becomes Entertainment Design in Levels 1 - 3 and is also helpful for students interested in Digital Art such as Photography and Design, Media Studies and Digital Technologies in the senior school.

## Digital Technologies

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### Outline of Course

Digital technologies are transforming how we live, shaping our homes and our places of learning and work, changing the way in which we interact with each other in our everyday lives. The study of Digital Technologies as a subject covers two main areas of the New Zealand curriculum:

- Computational thinking for digital technologies
  - Students develop computational and algorithmic thinking skills, and an understanding of the computer science principles that underlie all digital technologies.
- Designing and developing digital outcomes
  - Students develop an understanding that digital applications and systems are developed by people for people. They develop increasingly sophisticated understandings and skills related to the design and production of quality digital outcomes.

The digital industry covers a wide range of possible contexts for creation of digital applications with students able to explore interests in information and communications, computer programming, software development and engineering, web development, games, multimedia, computer systems and robotics and electronic control, augmented and virtual reality.

The Year 10 Digital Technologies course provides a pathway for students intending to study Digital Technologies further in the future. The course is a full year course.

The course will be made up of modules to give students experience in a range of environments. These could include the following and will be dependent on student interests and the ever changing software platforms that evolve over time:

- Computational thinking and problem solving
- Project management
- Programming
- Website design and development
- Character design
- 2D game development
- Virtual or augmented reality
- Mobile app development

Students will learn project planning and computer science skills as they develop a series of applications across a diverse range of contexts.

## Food Technology

### Outline of Course

Food technology at Year 10 is a diverse and fast-paced course that focuses on skill development for the professional kitchen environment. Students will build an understanding of technology in the food context.

### Cultural Foods

Food is a central activity and one of the single most significant trademarks of a culture. This project will provide students with the opportunity to engage in the developing New Zealand food culture. With an introductory focus on the diversity of the New Zealand food scene students then investigate their own food heritage.

### Café Culture student espresso studio

The development of barista and customer service skills in the Diasphere is a key component of the Year 10 course. Students staff the café throughout the year. The café is open for espresso-based beverages daily before school and during lunchtimes. Students use a business model to run the café and have the opportunity to develop products alongside managing the resources required for successful business practice.

The course also offers two industry based Unit Standards that will focus on skill development: As students work through the hospitality standards they will apply safe food practices to master a range of prescribed practical skills.

### NZQF STANDARDS

No.	Title	Ext / Int	Credits
21059	Demonstrate knowledge of knife care, use, storage, and carrying for the food industry	Internal	2
15921	Prepare and cook a cake, a sponge and a batch of scones	Internal	3
<b>Total Credits</b>			<b>5</b>

Please note: this course caters for students with dietary restrictions.

**Course Costs: \$150 per year. The course fee covers the cost of ingredients for practical food preparation. There is the option to purchase an industry standard chef's knife and sheath for use throughout the food programme at the discounted price of \$85.**

## Material Design Technology

### Outline of Course

This course offers exciting opportunities for students who are interested in fashion and textile design.

Students will experience and develop their Material Design skills throughout the year as they undertake two creative projects.

- In the 'Innovative Young Designer' project, students will explore and develop their unique design voice and how this informs their personal design and construction of a jumpsuit or dress. The emphasis of this project is creativity and individuality.
- In the 'Print it: textile design' project, students will learn how to use design elements to create their own unique motif, which they will manipulate in order to form a repeat pattern suitable for digital textile printing. Each student will have her fabric produced professionally by a textile printing company. This personally designed fabric will then be transformed into an interior design product. Students experience great satisfaction when they design a fabric which then becomes an original product.

**Course Costs: \$50. Students will supply fabrics as required for their final outcomes however the course costs will cover any trialling of ideas.**

## YEAR 10 – LANGUAGES

### Chinese

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**Prerequisites:** Year 9 Chinese (a sound level required). See your teacher if you are uncertain.

#### Outline of Course

Students will be using the *Kuailie Hanyu* textbook with a Chinese character writing practice booklet. They are expected to work on the four language skills: listening, speaking, reading and writing. Chinese cultural lessons will be introduced throughout the course.

The first two weeks of the course will be focusing on revising, consolidating and going into more depth on the topics covered in Year 9. Students will then build on the knowledge with the introduction of new topics during the year in order to improve their fluency and competency in the language. Topics covered during the year will be Shopping, School Life, Fashion and Travel.

Various teaching strategies will include power point presentations, watching authentic situational video clips, listening to CDs, singing songs, playing games, doing paired activities and role plays, vocabulary games and the like. There will be regular work to do on laptops, including listening to and making sound files, using language programmes such as Language Perfect and Quizlet and completing cultural activities. Homework will be allocated regularly. Chinese will be used frequently in class by the teacher in an effort to expose students to the target language. Students will be encouraged to use Chinese as often as possible.

Students will have an opportunity to go on an excursion to see and feel the influence that Chinese culture and tourism has had on our city and also to experience Chinese food in a Chinese restaurant.

**Course costs: \$50**

### French

**Prerequisites:** Year 9 French (a sound level required). See your teacher if you are uncertain.

#### Outline of Course

Year 10 French is a full year course which runs five periods per cycle. Year 10 students build on work covered in Year 9, and are able to communicate about a variety of familiar situations such as holidays, lifestyle, schooling, personal preferences, descriptions and shopping. The language acquired goes beyond formulaic expressions facilitating autonomy and spontaneity when communicating.

The four skill areas of listening, reading, writing and speaking continue to be emphasised as well as the French culture, and students are encouraged to speak individually, in pairs, groups and through role play situations. The development of good and accurate pronunciation continues to be important along with developing a range of language to enable students to cope with unfamiliar topics, specifically leading to NCEA Level 1 in Year 11. French will be the predominant language used in class by the teacher in an effort to expose students to the target language.

A coursebook and workbook will be given at the start of the year as well as DioConnect access to materials including coursework references, tasks, feedback and grades.

The websites 'Linguascope' and 'Language Perfect' are used to enable students to learn French interactively online.

**Course costs: \$51**

## German

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**Prerequisites: Year 9 German (a sound level required). See your teacher if you are uncertain.**

### Outline of Course

This year students will explore various topical themes. In addition, students will study recent articles on current affairs appropriate to their language level.

Various teaching strategies will include role plays, paired activities, power point presentations, vocabulary games and the like. There will be regular work to do on laptops, including listening to and making sound files, using language programmes such as Language Perfect and Linguascope, and doing cultural activities. Homework will be allocated regularly. German will be the predominant language used in class by the teacher in an effort to expose students to the target language. Students will be encouraged to use German as often as possible. Furthermore, they will have the opportunity to speak with our German Assistant in small groups as a means of fostering their pronunciation and confidence when speaking German.

This course covers the four language skills of listening, speaking, reading and writing as well as the culture of German speaking countries and people concerned.

**Course costs: \$35**

## Japanese

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**Prerequisites: Year 9 Japanese (a sound level required). See your teacher if you are uncertain.**

### Outline of Course

The Year 10 Japanese course carries on from the Year 9 theme of *My Trip to Japan*, and this year students will continue to learn how to act and converse in a number of real life situations that they may well encounter if they do go to Japan.

Students will be able to converse about latest fashion with their host sister and health problems with their host mother and doctor. They will learn how to act appropriately in a traditional house, understand the role of the family members and how the work-life balance impacts family life. They will discover the famous shopping areas of Tokyo and how to make a shopping transaction, as well as the language and etiquette surrounding gift giving customs. The acquisition of cultural understanding plays a major role in the course. In the middle of the year students will be introduced to the te-form (grammar) which enables them to broaden their repertoire of linguistic functions. There is an expectation that students can read and write both Hiragana and Katakana with relative ease from the beginning of the course.

**Course costs: \$70**

## YEAR 10 – LANGUAGES

### Latin

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**Prerequisites: Year 9 Latin (a sound level required). See your teacher if you are uncertain..**

#### Outline of Course

Students work their way through the Year 10 Latin Workbook, continuing to follow Quintus and his family, who are imagined to live in Ancient Rome. The Year 10 course will begin with revision of content learnt in Year 9, and then aims to build on this knowledge throughout the year by learning new grammar, such as new verb tenses and noun case uses, meaning that students are able to understand increasingly more complex language. In Year 10, students continue to be enriched with the wide variety of English derivations from Latin encountered in medicine, law, science, philosophy and everyday language. The course also covers a wide range of cultural topics, including: The Titans, Roman Medical Practices, Roman Banquets, Clothes in Ancient Rome, Roman money, Music and Musical Instruments in Ancient Rome.

Students will learn through many types of activity in the classroom, including: online games, whiteboard and buzzer quizzes, performing plays, creating stories and comics in Latin, and cultural presentations. In addition, DioConnect, an online learning tool, will be used both for class activities and for giving feedback to students electronically.

Other activities, in which students will have the opportunity to participate to support their learning, include: Cooking some Roman recipes, making 'staititai' – an early version of Roman pizza, and a field trip to the Museum to see real Roman artefacts.

In addition, students can join Latin Club, which is a club for all students interested in the Roman world that meets bi-weekly in terms two and three. Regular 'Latin Help' sessions for students who need extra help will also be available.

In Year 10 (as well as Year 11-13), students have the opportunity to sit the 'American Classical League Latin Exam', a 40 question multiple choice quiz sat by approximately 150,000 Latin students around the world each year. It tests students' knowledge of Latin grammar, history, culture and derivations, with the possibility of medals and certificates being won!

**Course costs: \$50**

### Spanish

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**Prerequisites: Year 9 Spanish (a sound level required). See your teacher if you are uncertain.**

#### Outline of Course

In Year 10 students will continue to explore their world. The focus of this programme will be "Going out and about". Students will learn how to go out to dinner, offer, and accept or decline invitations, find their way around, go shopping for food and clothes and talk about holidays and trips to different places in New Zealand. They will continue to develop their ability to interact in a variety of situations pertaining to these areas to exchange information. They will further develop the skills of listening, speaking, reading and writing.

They will create a mini portfolio of their learning; spoken and written Spanish. They will be encouraged to participate in a variety of interactive tasks and activities to use the language as they learn it. They will learn about the cultures of the Hispanic world in an integrated way as they learn the language. This may take the form of organising a birthday party, Hispanic dances, planning a dinner party and/or other family event, and watching appropriate Spanish language videos and films

**Course costs: \$20**

## Te Reo Māori

**Prerequisites: Year 9 Te Reo Māori (a sound level required). See your teacher if you are uncertain.**

### Outline of Course

Te Reo Māori is an official language of New Zealand and Diocesan offers a programme that strives to develop students in this language. Year 10 Te Reo Māori students will learn to read and write simple sentences using the correct vocabulary and tense markers with accuracy. This will prepare them for NCEA Level 1 should they choose to take their studies further. Throughout the year students will focus on developing their listening (whakarongo), speaking (korero), reading (panui) and writing (tuhi) skills in Te Reo Māori.

Students will be working from the Te Wahapu workbook, a class textbook made up of activities and the online tool, Language Perfect, to assist in developing their understanding. Teaching strategies will also include group work, games, writing stories and role-playing. We will cover a range of topics and students will learn how to communicate about their future plans, immediate activities, giving directions, describing events, and also their daily routines and habits.

The course also offers an opportunity to learn more about the culture and we will focus on various aspects which include; taonga, waiata, karakia, powhiri and mythologies. Class trips might include an overnight stay at a marae, attending a powhiri, participating at Manu Korero or an outing to celebrate Matariki (Māori New Year).

**Course costs: \$50, Optional over night stay \$120 (estimated)**



## Notes

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