



**St Matthew's Collegiate School**

**YEAR 10 COURSES**

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**2019**

**SUBJECT INFORMATION  
BOOKLET**

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## Information on National Qualifications

Students are promoted from Year 11-13 based on age. Students at Year 11-13 level may take subjects at any of the following levels, subject to meeting appropriate standards and pre-requisites. Students at Year 11 and 12 levels will choose six subjects. Students at Year 13 level will normally study five subjects, but may choose to study a sixth subject after consultation.

### **NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA) LEVEL 1/2/3**

Students will be assessed against Achievement Standards. The school internally assesses a number of standards during the course of the year. Some standards are externally assessed, by an examination, at the end of the school year.

Credits may be accumulated over more than one year.

#### **Level 1**

80 credits from Level 1 or higher, including literacy and numeracy, will gain NCEA Level 1.

The **literacy** requirement is 10 credits. These may be gained from English or other subject standards as indicated in course outlines.

The **numeracy** requirement is 10 credits. These may be gained from Maths or other subject standards as indicated in course outlines.

#### **Level 2**

60 credits at Level 2 or above

+ 20 credits from any other level (these may be from Level 1).

Level 1 **literacy** and **numeracy** requirements must also be met. Please note that if you are intending study at University level you must have 10 literacy credits at Level 2, made up of 5 credits in reading and 5 credits in writing

#### **Level 3**

60 credits at Level 3 or above

+ 20 credits from Level 2 or above

Level 1 **literacy** and **numeracy** requirements must be met.



## Vocational pathways

While the 'Vocational Pathways' provide new ways to achieve NCEA Level 2 it is also a useful tool for students beginning their NCEA journey. The pathways help students see how their learning and achievement is valued in the 'real world' by aligning the NCEA Standards with six industries:

- **Primary Industries** agriculture, horticulture, forestry, seafood, seed industry, meat, dairy, and food processing; animal care, customer services, environmental services, equine (horses and racing) government, machinery and equipment, research and science, veterinary services.
- **Service industries** barista, chef, hotel/motel resort manager, event manager, travel agent, tour guide, flight attendant, customs and border control, officer massage therapist, hairdresser, retail store manager, window dresser, gym manager, personal trainer, fitness instructor, writer, journalist
- **Social and Community Services** counsellor, psychologist, early childhood educator, social worker, teacher, fire-fighter, gunner/ rifleman, medic, paramedic, animal control officer, border protection/bio-security officer
- **Manufacturing and technology** electrician, engineer, logistics, production manager, purchaser, quality control, biotechnologist, designer, food technologist, production technologist, medical technologist.
- **Construction and infrastructure** master builder, architect, architectural draughtsman, engineer, project manager quantity surveying, engineering, building and maintaining telecommunication and electricity networks.
- **Creative industries** actor, musician, singer, dancer, film maker, photographer and technician, writer, composer, editor and stylist, curator, exhibition manager, graphic designer, animation and CGI, computer gaming, architecture, costume, stage and set design, advertising, interior and fashion design, visual artist, sculptor

By using the Vocational Pathways you can:

- Identify the pathways you can take to achieve the skills and competencies valued by employers.
- Find out your job or career options.
- Find out what standards are valued by employers, within each pathway.
- Build your own Vocational Profile to plan and map your achievement.
- Show how you are working towards achieving NCEA Level 2.

Identify what you want to be and plan how you can achieve it.

"Profile Builder" and "Vocational Profile" tools are available via

<http://youthguarantee.net.nz/vocational-pathways/students-and-whanau/>

## NCEA Internal assessment information for students

### Introduction

It is important that systems for assessment are consistent and fair. These guidelines are written to ensure that you are aware of your rights and responsibilities for assessment. The guidelines apply to all internal assessments (eg practical activities, briefs, tests and assignments) that generate results for national qualifications.

### Externals

You will also have 'practice'/trial assessments to help prepare you for the external assessments (mostly exams but also portfolios of practical work) conducted by NZQA at the end of the year. These guidelines also apply to 'practice' assessments. In the unlikely event that you are unable to sit external assessments (eg because of sickness or family trauma) or your performance is impaired, you can apply to get **derived** grades for those standards, so it is important that you do your best in any 'practice'/trial assessment run by the school. A system for getting a derived grade is in place. You will be fully briefed about procedures before the external assessments at the end of the year.

### Internals

Your subject teacher will give you fair warning regarding the dates for any internal assessment.

All work must be handed in on the due date and all tests and in-class assessments must be done on the given date. Late work for assessment will not be accepted. In cases of illness or family/personal trauma, follow the 'Missed Assessment' procedure.

### Authenticity

All work must be your own. There are penalties for a student if there is evidence that a breach of the rules has occurred, including inappropriately helping other students. The subject HOD will consult with the Principal's Nominee about the evidence and they will make a decision. Where a breach has occurred in an internally assessed standard, you will gain no credit.

The school will hold Acknowledgement/Authenticity forms that are signed by a parent and each student.

### Missed Assessments

If you cannot hand in an assignment on time, or do an in-class test or practical activity on the day, then you must apply to your teacher, through the Principal's Nominee as soon as you know you will be late with an assignment or will be absent, or as soon as you return to school. Valid reasons for requesting an extension of time, or a new assessment date, or a derived grade request, are:

- Sickness: supply a medical certificate.
- Family trauma: supply a note from a parent/caregiver counter signed by the Principal's Nominee.
- School sporting/cultural activity: The teacher in charge of the activity signs the 'Missed Assessment' form. (Note: this reason is only valid if you inform the teacher in advance of the test or assessment).

## Appeals

You have a right to appeal if:

- you believe an assessment has not been fair, valid or consistent.
- you believe that you have unfairly been denied a further assessment opportunity.
- there is an alleged moderation or marking inconsistency.
- any assessment related decision such as those relating to misconduct, authenticity or other breaches of rules.

You should appeal to the subject teacher in the first instance.

The problem will usually be resolved at this point.

If you are not satisfied with the response from the subject teacher, then you should

1. Leave the work with the subject teacher.
2. Leave the results notice unsigned.
3. See the Principal's Nominee within five school days to fill in a form to request an appeal.

The Principal's Nominee will investigate the appeal and if necessary seek expertise from another teacher of the subject under appeal. You and your parent(s)/caregiver(s) will be informed in writing of the results of the appeal.

If you have had adequate opportunity to achieve but fail to undertake the assessment, a Not Achieved result will be recorded.

## Further Assessment Opportunities

You may be offered a further assessment opportunity for each internally assessed standard. This will only be available if it is possible in terms of practical issues, manageability, cost and if it does not compromise the integrity of the work being assessed.

It is school policy that all students must complete all internal assessment tasks associated with their course except when exceptional circumstances apply.

**ALL NCEA TEACHERS HAVE A COPY OF NCEA SCHOOL POLICY. YOU CAN ASK TO SEE IT IF YOU NEED FURTHER EXPLANATION ABOUT ANY OF THE ABOVE.**

## Breaches of Rules

- Any breach of rules relating to the administration of and participation in NCEA assessment must be immediately brought to the attention of the Principal's Nominee.
- The Principal's Nominee will require a written statement and evidence.
- The Principal's Nominee will discuss the matter with the Principal and a course of action will be decided on.
- The parties concerned will be given a written summary of the decision and follow up action required.

An appeal must be lodged within 5 days of the original incident being reported to the Principal's Nominee.

## **Subject choices for year 10 students**

Before deciding upon the subjects to take it is important that students consider the following:

- (a) Subjects the student has already achieved well or has an interest in.
- (b) Subjects the student has a talent in.
- (c) Remember you are choosing subjects to improve your all round education, not as a job training exercise.

Students are encouraged to discuss options with their subject teachers, form teacher and dean. Wherever possible we shall endeavour to enable students to follow the course of their choice.

### **Subject Options**

Visual Arts	Ms Theng
Food and Nutrition	Mrs Gilman
French	Ms Morris
Japanese	Mrs Bracefield
Music	Mrs Taylor
Soft Materials Technology	Mrs Bucknell
Drama	Mrs Taylor
Digital Technology	Mr Sherman-Ball

### **HOD - TIC**

### **Other Academic Staff Available**

Mathematics	Mrs Walker
English	Ms Richardson
ESOL	Mrs Jenny Hannon
Science	Mrs Chapman
Social Studies	Mrs Lammas
Physical Education	Ms Tiley/Mrs Schaefer
Religious Education	Rev Mouat
Health	Mrs Harper
Yr 10 Dean (acting)	Mr Sherman-Ball
Yr 9 Dean	Mrs Lammas
Careers (acting)	Mrs. Sherwen

## Course Information

All students take a core curriculum consisting of Mathematics, English, Science and Social Studies. Additionally, Religious Education, Physical Education and Health are studied by all students.

### Core Curriculum

<b>MATHEMATICS</b>	
<b>No. of Field Trips:</b> Wairarapa Maths Competition	<b>Course fees and related costs</b> Workbooks and revision booklets.
<b>NCEA Achievement Standards offered:</b> A selection from 91026; 91030; 91031	
<b>Course Outline:</b> This course covers numerical reasoning, measurement, algebra, geometry, statistics and probability at level 5 to 6 of the NZ curriculum. It also introduces trigonometry.	

<b>ENGLISH</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs</b> NIL
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> English at Year 10 is part of a three year course, Year 9-11, where the skills and knowledge in the three main strands of oral, written and visual language are practised and developed. The course aims to give students a love of literature and a sense of identity through the study of a range of New Zealand texts and world literature. The aim is also to encourage and guide their own personal reading and response. We study the language of English and develop the ability to make appropriate language choices, and to apply them in a range of contexts. We practise and develop reading, writing and speaking skills in a range of styles and situations.	

<b>ESOL</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs</b> NIL
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> Year 10 ESOL is a course in English for students whose first language is not English. The aim of the course is to help international students to develop the English language skills needed for academic success and social integration. This includes ensuring that the students become familiar with the topics, texts and task types they will encounter in mainstream subjects. Progress is measured by the English Language Learning Progressions. Students working at a higher level may also be selected to join a mainstream English class, especially if they plan to do NCEA Level 1 in Year 11.	

<b>SCIENCE</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs</b> Workbook
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> How science works. Biology – Genetics, Ecology, Microbiology, Human Biology Chemistry – Acids and Bases, Metals, Carbon Chemistry Physics – Motion, Electricity, Magnetism Earth Science – NZ landforms Astronomy – Solar systems, Big Bang, Life of Stars	

<b>RELIGIOUS EDUCATION</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs</b> NIL
<b>NCEA Achievement Standards offered:</b> 90819 (Level 1, Internally assessed worth 6 credits) – Describe the key beliefs of a religious tradition	
<b>Course Outline:</b> The world has been, and continues to be, greatly influenced by the faith and beliefs of people throughout the ages. The Religious Education course at Year 10 sets out to engage students in exploring and discovering this world full of beliefs.  Students will be expected to engage at a deep level with an inquiry into a religion or denomination of their choice. By the end of the year they should have a deep and broad knowledge of the key beliefs of at least one religion or denomination and how these beliefs impact on the life of a believer and/or the community in which a believer lives.	

<b>SOCIAL STUDIES</b>	
<b>No. of Field Trips:</b> 1	<b>Course fees and related costs</b> Course book \$10
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b>  This is the second year of a two-year course based on integrated concepts related to how societies work and issues that may arise. Students explore topics such as Human Rights and Globalisation. There is a future-focus aspect to the programme where girls are encouraged to consider their place in society, now and in the future.	

<b>PHYSICAL EDUCATION</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs</b> \$22 – Bronze Star certificate and badge
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> Aquatics RLSS Bronze Star/200m Swim (Safety) Preparing for physical activity (Body's response to exercise) Core Stability (Personal Responsibility) Event Management (Leadership) Skill acquisition (Video Analysis)	

<b>HEALTH</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs</b> NIL
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> The whole Health programme is based around Hauora-the Maori philosophy and the 4 dimensions.  Term one: Setting the scene (student voice)/School values/Hauora/Goals for camp/Feelings and emotions  Term Two: Healthy Relationships/ Sexuality/Gender  Term Three: "Mates and Dates" (outside providers) Review-follow-up work to "Mates and Dates"  Term four: Alcohol/Mental Health	

## Optional Subjects

Students will be required to study 3 optional subjects

<b>VISUAL ARTS</b>	
<b>No. of Field Trips:</b> 1	<b>Course fees and related costs</b> \$20/term
<b>NCEA Achievement Standards offered:</b> AS 90914 (4 credits)	
<b>Course Outline:</b> Students complete a practical course of study that draws from the disciplines of drawing, painting, printmaking, sculpture and design. Students are introduced to specific methods of approaching visual problems and learn to use a wide range of media.	

<b>MUSIC</b>	
<b>No. of Field Trips:</b> NIL	<b>Course fees and related costs:</b> NIL
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> <p>Year 10 Music is a course designed to introduce students to all aspects of music which will be covered in NCEA Level 1. Performance, both solo and group are an integral part of the work, along with composition, theory of music and inquiry. During Year 10 students should demonstrate sufficient progress on their chosen instrument (or singing) to cope with the demands of NCEA Level1 Music should they wish to pursue it.</p> <p>It is essential that students are learning an instrument or taking singing lessons either in school with one of our itinerant music teachers, or privately out of school. All students taking music must belong to a choir, orchestra or jazz band in order to develop their musicianship.</p>	

<b>FRENCH</b>	
<b>No. of Field Trips:</b> 1 or 2	<b>Course fees and related costs:</b> \$65 +private transport for DELF exam in Wellington- recommended but optional Small costs for local trips (\$20 max.) Total: \$85
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b> This subject is an optional course that Year 10 students take for the whole year The prerequisite is that students take French at the year 9 level. This course is delivered in a full immersion style. Students will be speaking, listening, writing, reading and interacting in French and doing cultural activities	

<b>JAPANESE</b>	
<b>No. of Field Trips:</b>	<b>Course fees and related costs</b>  Level 1 Japanese student Handbook \$17 Language Perfect Subscription \$20-optional
<b>NCEA Achievement Standards offered:</b> NONE	
<b>Course Outline:</b>  By the end of Y10 Japanese programme, you will be able to; <ul style="list-style-type: none"> <li>• Understand and write simple texts using your knowledge of Japanese</li> <li>• Ask and answer personal questions</li> <li>• Talk about what you do, when you do, what you study what your eat, etc.</li> <li>• Talk about shopping and eating out</li> <li>• Read and write all the katakana</li> <li>• Read and write about 30 NCEA Level 1 Kanji.</li> </ul> Topics covered are; <ul style="list-style-type: none"> <li>• Myself, my family and food I like and eat</li> <li>• My house and daily routine</li> <li>• Days off and shopping</li> <li>• Holidays</li> </ul>	

<b>FOOD AND NUTRITION</b>	
<b>Number of Field Trips:</b> 2	<b>Course fees and related costs</b> \$ 40.00 per term
<b>NCEA Achievement Standards offered: NONE</b>	
<p><b>Course Outline:</b>  Student will develop key nutrition related life-skills through practical cookery and nutrition lessons. They examine and evaluate their food environment by exploring the concept of eating local, personal nutrition and cultural food. Linking practical work to key concepts is a key strength of the course and empowers young women to be critical thinkers around nutrition.  Included in the year are the following units of learning:  Paddock to Plate, Nutrition and You, New Zealand's Food History and the Influence of Food from Other Cultures.  The course develops understanding of these underpinning concepts:</p> <ol style="list-style-type: none"> <li>1. Social Justice,</li> <li>2. Personal well-being and Health Promotion</li> <li>3. Attitudes and Values</li> </ol> <p>Students enjoy the close links made between practice and theory and have continued to do well in the Nutrition Foundations, Just Cook Competition.</p>	

<b>SOFT MATERIALS TECHNOLOGY</b>	
<b>No. of Field Trips:</b> 1	<b>Course fees and related costs</b> \$20 per term plus personal resources for projects
<b>NCEA Achievement Standards offered: NONE</b>	
<p><b>Course Outline:</b>  A four-term course developed from the Technology Curriculum. The five units of work develop practical skills and a scaffolded understanding of the "Design Process". Students are timetabled to attend classes 7 periods per 10-day rotation. This course will prepare students for level 1 NCEA study as well as developing practical life skills.</p>	

<b>DRAMA</b>	
<b>No. of Field Trips:</b> Dependent upon performances offered out of school.	<b>Course fees and related costs</b> Perhaps travel to and tickets for performances, depending on availability.
<b>NCEA Achievement Standards offered:</b> None	
<b>Course Outline:</b> This course includes: improvisation, theatre-sports, devised drama, script work, mime, characterisation. Some theory and theatre history are included; however the primary intention is that the course will be practical and that the class will prepare students for level 1 Drama should they wish to continue. Frequent reference will be made to the techniques and conventions of drama. At least one piece will be developed to performance standard.	

<b>DIGITAL TECHNOLOGY</b>	
<b>No. of Field Trips: None</b>	<b>Course fees and related costs:</b> Adobe licensing fee \$8
<b>NCEA Achievement Standards offered: NONE</b>	
<b>Course Outline:</b> Digital Technology allows students to develop an excellent foundation of research, design, problem solving and evaluation skills through the planning and production of their own outcomes. The course will offer students the opportunity to explore topics such as Programming, Robotics, Web Design, Movie Making and Photo Editing, as well as Desktop Publishing, Spreadsheets and Databases.	

## **Key Competencies**

### **Capabilities for living and lifelong learning**

#### **Thinking**

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perception.

#### **Using language, symbols, and texts**

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

#### **Managing Self**

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

#### **Relating to Others**

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas and ways of thinking.

#### **Participating and Contributing**

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

