



# Takapuna Grammar School



Course Information

Year 10

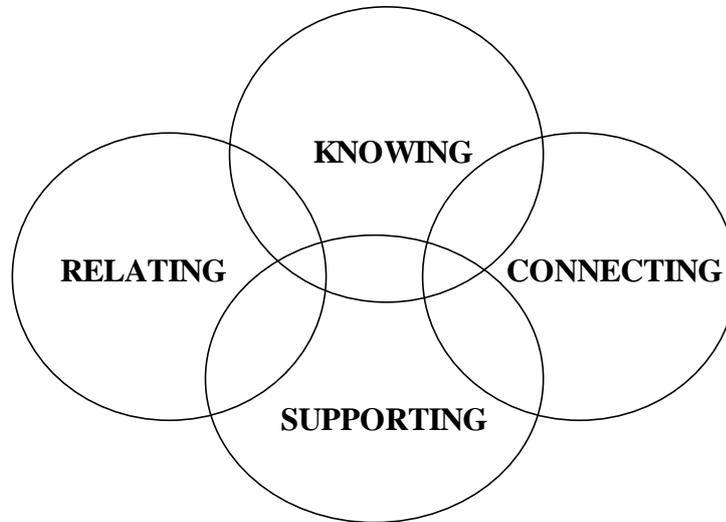
2019

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# TEACHING & LEARNING

Aspiring to Personal Excellence through  
Knowing, Connecting, Relating and Supporting™



Takapuna Grammar School's teaching and learning programme is committed to producing a lifelong learner.

This lifelong learner will be:

- knowledgeable with deep understanding
- a complex thinker and problem solver
- creative and reflective
- a responsible contributor
- self-motivated and self-controlled
- independent as well as interdependent
- an effective communicator



# THE YEAR 10 PROGRAMME

The Year 10 programme at Takapuna Grammar School is an exploratory course consisting of:

## Compulsory Learning Areas

All students will study the following core subjects:

- English / ESOL
- Health and Physical Education
- Mathematics
- Science
- Social Studies
- Enterprise and Financial Literacy

## Optional Subjects

All students will study one language subject, one arts subject and one technology subject. These options will be taken for the whole year.

### Note:

1. To study a language in Year 10, you should have previously studied it in Year 9
2. Sports Institute is by application only
3. English Literacy is by application only

LANGUAGES	ARTS	TECHNOLOGIES
French	Visual Art	Technology Food
Japanese	Dance	Technology Resistant Materials
Chinese	Drama	Technology Soft Materials
Spanish	Music	Design and Visual Communication
Maori	Sports Institute	
English for Speakers of Other Languages (ESOL)		
English Literacy		

## YEAR 10 LEARNING AREAS

### English (10ENG)

English at secondary school is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes. Learning English involves learning the language, learning through language and learning about language. English is structured around two inter-connected strands – receiving information through listening, reading and viewing and creating information through speaking, writing and presenting. Modules of work integrate these aspects. A course of English is compulsory in Year 10. It follows on from the Year 9 course, maintaining the focus on further:

- developing writing skills and improving reading skills
- developing skills of close reading, grammar and punctuation
- expressing their own ideas in creative and transactional writing
- using technology to produce visual and written language
- speaking confidently in small groups and to an audience
- developing research and inquiry skills



Students study a range of texts, from New Zealand and elsewhere, including short stories, novels, poems, non-fiction, films and Shakespeare. They will also gain an understanding of the history of the English language.

The creative writing that students complete in Term 3 will be assessed against the creative writing criteria for NCEA. Completing this 1.4 NCEA internal standard in Year 10 provides students with the opportunity to enter Year 11 with 3 credits. The LEAP students will also be entered for the 1.3 unfamiliar text external standard in order to provide them with a challenge and to further develop their skills of literary analysis.

### Mathematics (10MAT)

Students have been learning the language of Mathematics all their lives, but they usually do that in real, tangible and “concrete” situations. In Year 10, we aim to:

- introduce the students to a more abstract way of thinking in Mathematics
- reinforce the students’ understanding so their basic Mathematics deepens and expands
- extend and deepen the students’ understanding of the abstract concept of algebra to lay a foundation for higher mathematics
- extend and deepen the students’ understanding of statistical concepts to lay a foundation for higher levels of Statistics and Probability

In Year 11, we offer a number of Level 1 Mathematics and Statistics courses which cater to different levels of understanding, giving all students an opportunity to have a successful year. The hope is

that a student will study a course which allows them to follow the appropriate pathway through MAT to Level 3 Calculus or through MAS to Level 3 Statistics.

## **10 MATHEMATICS – 10MAT**

All Year 10 students are assessed for two Level 1 achievement standards. In this way, they can get a head start on the 10 credits that they need for the Level One NCEA numeracy requirement and also discover whether they think better in the Mathematics domain or the Statistics domain.

### **Level 1 Achievement Standards (Internal):**

91030 Apply measurement in solving problems (3 credits)

91035 Investigate a given multivariate data set using the statistical enquiry cycle (4 credits)

## **Health and Physical Education (10HPE)**

In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. As they develop resilience and a sense of personal and social responsibility, students are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments) and of the wider society.

Students will participate in a wide variety of movement skills including:

- Beach education activities
- Fitness activities – Pilates, resistance trainings
- Co-ordination – Volleyball, Gymnastics
- Make a Game – student directed lessons based on creativity
- Spatial awareness –Rippa Rugby, Football
- Competitiveness – Badminton, Cricket

In the Year 10 Health programme students will develop skills to critically analyse the challenges and changes occurring during adolescence. They will discuss and develop strategies for making informed, health-enhancing decisions.



## Science (10SCI)

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. Year 10 Science is a consolidation of the Year 9 work up to the standard of level six as outlined in the New Zealand Science Curriculum.

The course covers a wide range of topics selected from the five strands in the curriculum:

- The Living World ( Biology )
- The Physical World ( Physics )
- The Material World ( Chemistry )
- The Planet Earth & Beyond ( Geology and Astronomy )
- Nature of Science (skills and attitudes)



Topics include Atomic Chemistry, Medical Science, Genetics and Evolution, Acids and Bases, Electricity and Forces and Motion. The course has a digital component with students expected to complete online mastery quizzes prior to assessment. Practical work also plays an important role in this course and in Term 3 all students engage in a Level 1 NCEA Internal Assessment relating Geological features supported by a day trip to Rangitoto Island.

Students in accelerate classes will study additional Level 1 NCEA Science assessments throughout the year.

## Social Studies (10SOC)

The aims of Social Studies education are knowledge and understanding of people and their interactions and participation in a changing society as confident, informed and responsible citizens. The course is a two year programme that provides the foundation for senior Geography, History and Classical Studies.

In the Year 10 course students will cover the following Achievement Objectives:

- Understand how cultural interaction impacts on cultures and societies
- Understand how the ideas and actions of people in the past have had significant impact on people's lives
- Understand how systems of government operate in New Zealand and overseas
- Understand how people define and seek human rights

In addition there is a focus on current issues and various practical, thinking and group skills. Our in-class assessments will be varied in their output type, anything from a speech to a booklet to an essay. This allows students of differing abilities and talents to work to their strengths.

The main concepts covered in the Social Studies course are:

- Citizenship
- Community
- Globalisation
- Sustainability

# Enterprise and Financial Literacy (10EFL)

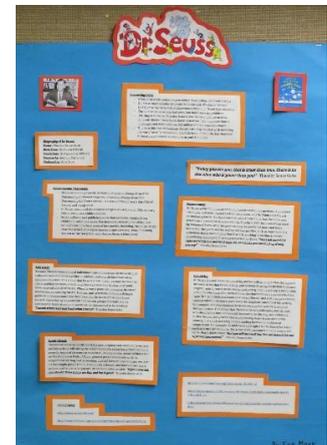
This course is designed to develop the skills and knowledge of students to enable them to be informed and active citizens as adults. They will study how choices have consequences, whether for an individual, business or economy and how choices made now can have lasting effects for the future in terms of sustainability. Students will start to develop a future-focus by thinking about the lifestyle they envisage for themselves and how they can work towards achieving this.

Financial Literacy is an integral component of the course and a requirement of the New Zealand Curriculum. This course is designed to equip students with a range of skills for making informed and responsible financial decisions, allowing them to become financially capable in the future.

Students will be encouraged to engage with these issues through a range of simulations, role plays and many 'active learning' opportunities and activities. Students will be expected to work collaboratively and to develop effective self-management skills. The emphasis will be on creating a positive problem-solving attitude and curiosity about the world we live in.

The overall aim is a course that informs, motivates and enables students, whilst giving them a taste of Business and Enterprise courses on offer in the senior school. The topics covered are:

- Economics
- Accounting
- Enterprise
- Business Studies
- Financial Literacy
- Careers
- Sustainability
- Asia
- Being a wise consumer



## LANGUAGES

### French (10FRE)

A full-year course that continues and builds upon Year 9 French. Pupils learn to talk and write about their daily lives in more detail and learn more about the French way of life. They cover topics such as home, sports and pastimes, socialising, eating and drinking, appearances and sightseeing. By the end of the course most are well prepared to undertake NCEA Level 1 French the following year.

### Japanese (10JPN)

A full-year course that continues and builds upon Year 9 Japanese. Pupils learn to talk and write about their daily lives in more detail and learn more about the Japanese way of life. They consolidate their knowledge of hiragana and also learn katakana, as well as more kanji. They cover such topics as travelling, describing family relationships, describing people and their dress, describing one's home and daily routines and finding one's way around a city. By the end of the course most are well prepared to undertake NCEA Level 1 Japanese the following year.

### Chinese (10CHN)

A full-year course that continues and builds upon Year 9 Chinese. Pupils learn to talk and write about their daily lives in more detail while learning about key aspects of Chinese culture and tradition. Students continue to work at developing their ability to read and write Chinese script. Topics covered in the course include travel, describing family relationships, people and their dress, one's home and daily routines as well as learning how to give directions. By the end of the course most students are well prepared to undertake NCEA Level 1 Chinese the following year.

### Spanish (10SPA)

A full-year course that continues and builds upon Year 9 Spanish. Pupils learn to talk and write about their daily lives in more detail and learn more about the way of life of Hispanic peoples. Topics covered in the course include the home, holidays and sightseeing, sports and pastimes, the city, socialising, food and dress. By the end of the course most are well prepared to study NCEA Level 1 Spanish the following year.

### Maori (10MRI)



A full-year course that builds on and extends the Year 9 Maori course, with a more advanced insight into the language and culture of New Zealand's tangata whenua.

## English for Speakers of Other Languages (10ESL)

This course is designed as an additional English course for students with English as a second language. The small class size and differentiated curriculum assist students with reaching their academic potential. Courses are designed bearing in mind the level of English proficiency of the individual pupils. Listening, speaking, reading and writing are taught through theme based units, focusing on vocabulary and skills required across the curriculum.

Students will be identified, and placed in ESL where appropriate.

## Literacy (10LIT)

This option is for students who need to further develop their literacy skills and is an alternative to taking a foreign language. Application for this course should be made to the Year 9 Deans.

The Literacy Programme involves the teaching of reading and writing, including comprehension activities plus grammar and punctuation skills. Creative writing skills, research and essay writing are also a focus.

## Learning Services Department

The Learning Services Department provides specialised support for mainstream students with learning difficulties.

Members of the department operate in a variety of settings:

- Teacher Aides work alongside teachers in many subject areas to support students in class.
- Teaching staff carry out instruction in the Learning Services Centre using specialised programmes to target specific learning needs, either individually, in small groups or in classes.

Special assessment conditions are also arranged through this department for students identified as having specific learning difficulties, such as dyslexia.



For more information on our services, please contact:

Head of Learning Services – Roz Kayes

Telephone 4894167 ext. 9208 or email [r.kayes@tgs.school.nz](mailto:r.kayes@tgs.school.nz)

## THE ARTS

### Art Practical (10ART)

The course follows on from Year 9 Art and endeavours to promote art making as an enjoyable and satisfying activity from which many things can be learnt about oneself, art traditions, cultural expressions and design. Art appreciation and technical skills are taught, linked to projects involving design, colour theory, printmaking, painting, drawing and three-dimensional work.

This course is designed to prepare students for further Art studies in the senior school.



### Dance (10DAN)

In Dance students will develop and extend their skills through a range of dance genres, performances, choreography processes and techniques. Technique and performance skills will be assessed at evening performance events.



Choreography is assessed in collaborative group projects throughout the year. In Term 4 students will work towards a Level 1 Dance Assessment demonstrating an understanding of the use of dance elements in a variety of contexts, which gains 4 NCEA Level 1 credits and counts towards the Literacy requirement at Level 1.

There is no prerequisite for Year 10 Dance as it is designed to build on the basic skills studied in Year 9 and to further prepare students for NCEA Dance. Students will be expected to challenge themselves, contribute actively and work co-operatively.

#### **NCEA Assessment**

Demonstrate understanding of the elements of dance

**Potential credits available = 4**

## **Drama (10DRA)**

This course leads on from the skills learnt in Year 9 and towards Level 1 Drama for NCEA. The students will learn skills for improvisation and apply them in performance, use movement through mime, make your own clown, develop acting techniques and apply them to character work. They will use elements and conventions of drama and perform to outside audiences. The students will also build on their reflective thinking through journal work as a tool to guide their own development.



## **Music - Performance and Musicianship (10MUS)**

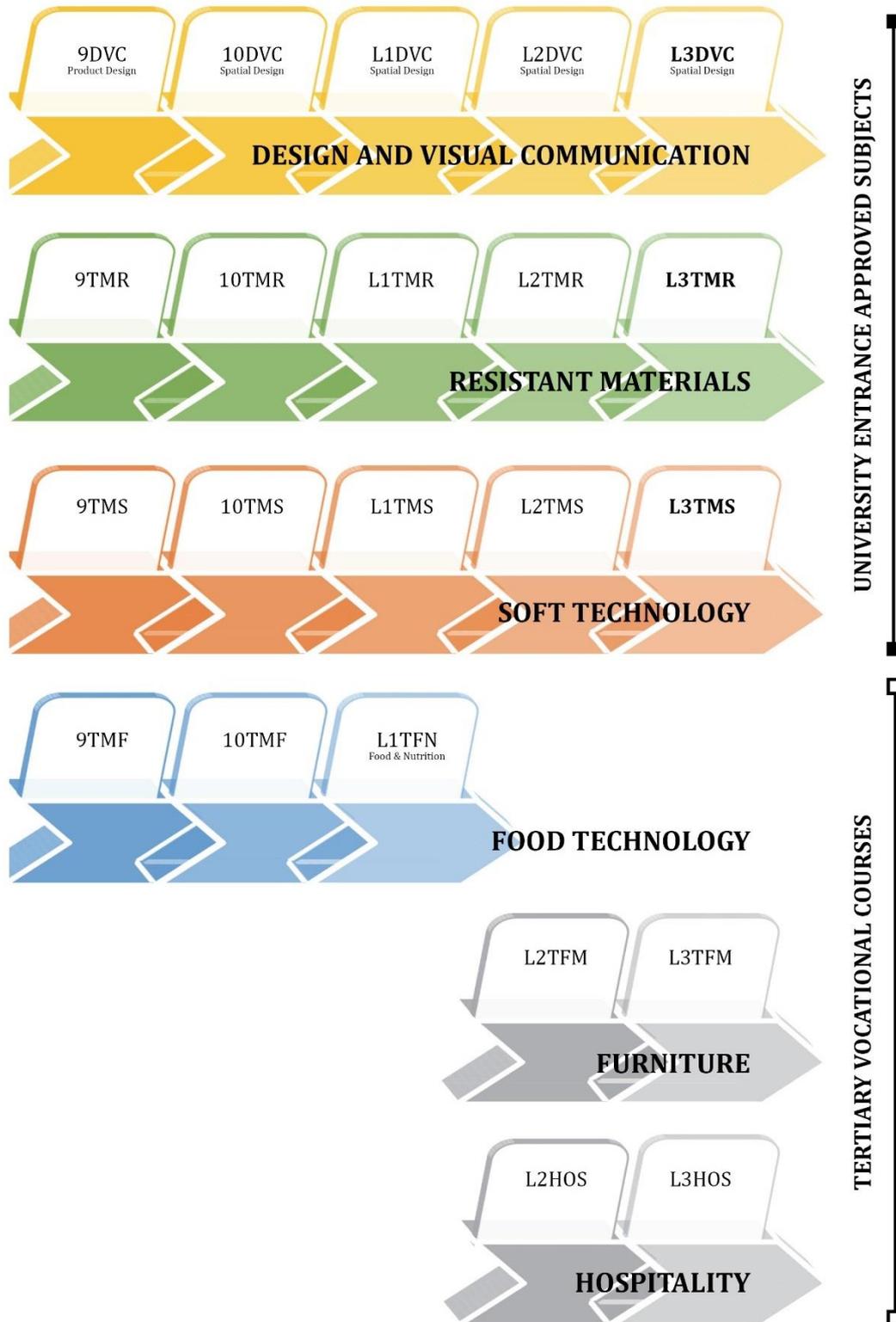
This course is a combination of practical work and training in aural skills, intermediate theory, creative writing of music, related skills such as score-reading, listening to a variety of musical styles, some history of music and assignment work (either written or practical). Recording of individual and group performances and original compositions can be done - as suitable training for senior prescription requirements.

This course leads very successfully to Level 1 NCEA Music if desired, but is also a complete course in itself for those not wishing to study music at senior levels.

Due to the highly practical nature of this course students **MUST** know how to play an instrument and also be able to bring that instrument to school.

# DESIGN TECHNOLOGY

Almost every aspect of our daily life involves Design Technology. It is important that students appreciate this to understand how developments in Technology impact on themselves as individuals and on society, on the economy and the environment. These Design Technology options therefore seek to develop a broad technological literacy in the context of both local and global cultures.





## Resistant Materials (10TMR)



Technology is a creative subject that teaches students to develop practical problem solving skills in a variety of materials and processes. All units of work lead to a tangible outcome: a product, system or environment, allowing students to develop a range of solutions.

This course provides opportunities for students to show initiative, make choices and take more responsibility for their own learning. It builds on students' existing knowledge, skills, values and aspirations. It encourages risk taking, lateral thinking, creativity and critical thinking. Technology units often require students to work collaboratively and cooperatively. Solutions are researched, planned, constructed and evaluated against specified criteria. Evidence for this technological process is documented through written and pictorial methods. Students develop their outcomes using resistant materials such as timber, manufactured boards and acrylics, and can work with technologies such as laser cutting, CNC routing, basic electronics and robotics. The design projects can include secret storage, creating a product using LED lighting and/or creating a programmable robot.



A course fee applies to this subject for consumables.

Standards assessed are: (Note this is subject to change)

Use planning tools to guide the technological development of an outcome to address a brief

**Potential Credits available = 4 (Internal)**

## Soft Materials (10TMS)

Technology is a creative subject that teaches students to develop practical problem solving skills in a variety of materials and processes. Students will be mainly concentrating on skills and processes in Textiles Technology through hands on practical work. It encourages risk taking, lateral thinking, creativity and critical thinking. All units of work usually lead to a tangible outcome allowing students to develop a range of solutions. All knowledge, skills and outcomes are documented in a design folio. Students will be expected to take some responsibility for planning their own work and managing their own learning.

A course fee applies to this subject for consumables.



## Sports Institute (10SPI)

The Year 10 Sports Institute programme aims to support young, talented athletes as they strive for personal excellence in their chosen sports.

Entry to the Sports Institute is by application. Students do not have to be part of the Year 9 Sport Institute to be considered for selection. Selection is based on previous sporting achievement, how motivated the students are to take their sport to the next level, and the general attitude the student has shown in their first year at Takapuna Grammar School.

The Year 10 Sports Institute also offers a week long outdoor education camp to Hillary Outdoors Tongariro. This camp provides students with the opportunity to challenge themselves both physically and mentally in a fun and challenging environment.

The Year 10 Sports Institute programme will offer students two Level 1 NCEA Physical Education Achievement Standards. The students may use the five credits they can gain from the Achievement Standards towards the 80 credits they require for the *National Certificate of Educational Achievement, Level 1*.

### Summary of the standards:

Take purposeful action to assist others to participate in physical activity.

Describe self-management strategies and describe the effects on participation in physical activity.

### Potential credits available = 5 internal

The Year 10 Sports Institute leads into Level 1, 2 and 3 NCEA Physical Education.

Application forms are available from the Physical Education office. Students in the Year 9 Sports Institute who wish to be considered for selection must also complete an application form.

Completed forms and associated documents must be handed in to Ms Perry in the Physical Education Department by Monday 10 September 2018.



# Five Year Course Plan

Please see below for an outline of the course requirements at Takapuna Grammar School each year:

Year 9	Year 10	Year 11
<b>English</b> <b>Mathematics</b> <b>Science</b> <b>Social Studies</b> <b>Health and Physical Education</b> <b>Two Languages – two terms each</b> <b>Four Arts – one term each</b> <b>Four Technologies – one term each</b>	<b>English</b> <b>Mathematics</b> <b>Science</b> <b>Social Studies</b> <b>Health and Physical Education</b> <b>Enterprise and Financial Literacy</b> <b>One Arts option</b> <b>One Language option</b> <b>One Technology option</b>	<b>A course of English</b> <b>A course of Mathematics</b> <b>A course of Science</b> <b>Three other subjects</b>

Year 9 Courses	Year 10 Courses	Level 1 Courses
Visual Art	Visual Art	Visual Art Digital Art
Drama Dance Music	Drama Dance Music	Drama Dance Music Musical Theatre
English  English as a Second Language	English  English as a Second Language	English English for Academic Purposes (L1) <i>English Second Language (double option)</i> Media Studies
<i>Literacy Support</i>	<i>Literacy Support</i>	<i>Literacy Support</i>
	Enterprise and Financial Literacy	Accounting Business Studies Economics Economics and Accounting Combined
French Japanese and Chinese Spanish Te Reo Maori	French Japanese Chinese Spanish Te Reo Maori	French Japanese  Spanish Te Reo Maori Maori Culture
Mathematics	Mathematics	Mathematics Mathematics with Statistics Computer Science
Design and Visual Communication Technology - Food Technology – Resistant Materials Technology – Soft Materials	Design and Visual Communication Technology - Food Technology – Resistant Materials Technology – Soft Materials	Design and Visual Communication Technology - Food & Nutrition Technology - Resistant Materials Technology - Soft Materials
Science	Science	Science Biology Chemistry Physics
Social Studies	Social Studies	Geography History Classical Studies
Health and Physical Education Sports Institute	Health and Physical Education Sports Institute	Physical Education Health

Subjects in *Italics* are mainly Unit Standard.

University approved subjects for **Year 13** are in **bold**.

\* indicates scholarship subjects.

<b>Year 12</b> A course of English Five other subjects	<b>Year 13</b> Six subjects (may include Study)
<b>International Baccalaureate (2 Year Course)</b> Choose one subject from each of Groups 1 to 6 <b>OR</b> replace the Group 6 subject with an additional Group 2, 3 or 4 subject - at least 3 subjects must be at Higher Level (HL)	

Level 2 Courses	Level 3 Courses & Scholarship * (Level 4)	International Baccalaureate	
Visual Art Design Visual Art Photography Visual Art Painting Art History	<b>Visual Art Design *</b> <b>Visual Art Photography *</b> <b>Visual Art Painting *</b> <b>Art History *</b>	Visual Arts (G6)	HL/SL
Drama Dance Music Musical Theatre	<b>Drama *</b> <b>Dance *</b> <b>Music *</b> Musical Theatre	Theatre Arts (G6)	HL/SL
English English for Academic Purposes (L1 or 2) <i>English Second Language (double option)</i> Media Studies	<b>English *</b> English for Academic Purposes (L2)  <b>Media Studies *</b>	English Literature (G1) Chinese Literature (G1)	HL/SL HL/SL
<i>Learning Support</i>	<i>Learning Support</i>		
Accounting Business Studies Economics	<b>Accounting *</b> <b>Business Studies</b> <b>Economics *</b>		
French Japanese Chinese Spanish Te Reo Maori Maori Culture	<b>French *</b> <b>Japanese *</b> <b>Chinese *</b> <b>Spanish *</b> <b>Te Reo Maori*</b> Maori Culture	English B (G2) French (G2) Japanese (G2) Spanish (G2) Spanish ab initio (G2)	SL SL SL SL SL
Mathematics Mathematics with Statistics Computer Science	<b>Mathematics with Calculus *</b> <b>Mathematics with Statistics *</b> <b>Computer Science</b>	Mathematics (G5) Mathematical Studies (G5)	HL/SL SL
Design and Visual Communication <i>Technology - Furniture and Construction</i> <i>Technology - Hospitality</i> Technology - Resistant Materials Technology- Soft Materials	<b>Design and Visual Communication *</b> <i>Technology - Furniture and Construction</i> <i>Technology - Hospitality</i> <b>Technology - Resistant Materials *</b> <b>Technology- Soft Materials *</b>		
Biology Chemistry Physics	<b>Biology *</b> <b>Chemistry *</b> <b>Physics *</b>	Biology (G4) Chemistry (G4) Physics (G4) Sports, Exercise and Health Science (G4)	HL/SL HL/SL HL/SL SL
Geography History Classical Studies <i>Tourism</i>	<b>Geography *</b> <b>History *</b> <b>Classical Studies *</b> <i>Tourism</i>	Geography (G3) History (G3) Economics (G3)	HL/SL HL/SL HL/SL
Physical Education Performance Physical Education Health	<b>Physical Education *</b> <b>Health</b>	Extended Essay, CAS, TOK	