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# INTRODUCTION

## **To all students:**

The purpose of this booklet is to show you and your parents/caregivers the range of subjects available at Dunstan High School and how to go about planning your course for next year. **YOU MUST READ IT CAREFULLY, PREFERABLY WITH YOUR PARENTS/CAREGIVERS/GROUP TUTOR.** Please pay special attention to the introductions for relevant year levels. This is information specific to that level. **Because of Ministry of Education changes to the curriculum in 2011 some information may be subject to change.**

Junior Booklet: Page 16 – Year 9  
Page 24 – Year 10

Senior Booklet: Page 16 – Year 11  
Page 34 – Year 12  
Page 54 – Year 13

**Every effort is made to ensure that as many students as possible are able to study the subjects they want.**

## **HOWEVER**

- \* Subjects which do not attract a sufficient number of students will not run.
- \* Some students may find that there is a clash and that some of their subjects are taught at the same time on the same day. The timetable is organised to meet the needs of the greatest number of students.
- \* If there are too many students wishing to take a particular subject, but not enough to create an extra class, the numbers will be reduced based on a student's willingness to learn, their academic goals, and how well they meet the requirements for entry to the course.
- \* In such situations students will be asked to consider other subject choices. Please plan for this on the Course Choice Form in the space provided. Course Choice Forms will be handed out at the end of Term 3 for Year 10, 11, 12 the beginning of Term 4 for Year 8, and the middle of Term 4 for Year 9.
- \* It is essential that students return Course Choice Forms **before the due date**. It is from information returned on these forms that decisions are made about courses the school will run, and staffing needs assessed.
- \* Students **MUST** complete all parts of the form. We need information about a student's goals, plans, abilities, and interests when checking to ensure they have chosen a meaningful course.

**Remember multi-leveiling is possible. Students may choose subjects from their own level and lower levels. In some cases where ability and prior learning can be demonstrated, students may be accepted into courses at a higher level.**

**Students wishing to apply to study at a higher level or senior students wishing to apply to study six subjects must consult with their Dean, teachers and parents.**

Students are usually invited to study a more demanding course and must be able to demonstrate:

- Proven academic ability
- An ability to manage the extra workload without undue stress
- Organisational ability and time management
- Commitment to all of the subjects that make up their course

**NOTE: If a course does not attract sufficient students it cannot run!**

# COURSE COUNSELLING

Course Counselling is available to students to ensure that a sensible and realistic course of study is planned. Parents need to be involved in any decisions, and they must approve any proposed course. Timetabled course counselling takes place with Deans in Term Four, but the Counsellors and teaching staff are available to talk to students throughout the year. This Course Choice Booklet has been issued to enable students and parents to gather adequate information before planning and choosing next year's course of study. Please keep it in a safe place for future reference.

## Study the Formula for '*Choosing a Course of Study*'

A prerequisite to starting to plan a course of study for next year.

**If you need help** with your choice of subjects or with completing the Pre-choice Form (page 10) or Course Choice Form (handed out separately) please ask:

- **Your Present Subject Teachers**
- **Teachers Noted at Bottom of a Subject Outline**
- **Your Group Tutor**
- **Your Dean**
- **The Guidance Counsellors - Mr Clark and Mrs Williamson**
- **The Careers Advisor - Mrs Thom**

Parents are welcome to contact any of the above.

Research shows that the **two main influences** on subject choices are:

- What subjects *your friends* are taking
- *Who is teaching* a particular subject

**Neither** of these should influence **your** subject choice. Your friends may not be in the same class as you next year, even if you take the same subjects. No one knows who will be teaching particular subjects next year so concentrate on what you need for **YOUR FUTURE**. If you are not sure – see Mrs Thom.

Senior staff will talk with incoming Year 9 students and their parents about their courses. The Year 9 course is made up of year long compulsory subjects and trimester optional subjects – see Year 9 Introduction in the Junior booklet.

- It is especially important for students in the Senior School to keep this booklet. If your NCEA Level 1 or Level 2 grades are not good enough to allow you to take the course you had planned at the next level, or if you change your mind about which subjects you wish to study, you will be able to make changes towards the end of the Christmas holidays on Course Choice confirmation dates.

**NB: Please choose your courses so you have a chance to have a mix of internal and external credits that provide you with useful building blocks for further study at school and beyond.**

**Remember:** The Careers Advisor, Mrs Thom, is available for appointments. A variety of websites are available for careers information – see *Careers Corner* in the daily notices, or some of the fortnightly newsletters.

# From The Careers Advisor.....Mrs Thom

## LOOKING BEYOND SCHOOL.....

When selecting subjects for next year, try to think ahead to the year after ... and the year after that. What would you like to be doing then? Will you need particular subjects, or grades, as preparation? You need a ***Career Life plan***. You also need to know what is the ***best qualification*** you can gain, with your **talent**, so that when **you leave school you have choices**. ***Your grades should be no less than the best you can achieve.***

If you need information about careers, particular jobs or tertiary courses to help you choose your subjects wisely, there are several people in the school you can talk to. Mrs Thom (Careers Adviser) has information about a wide range of career prospects, Polytechnics, Universities and other courses. Your subject teachers, Group Tutors, Executive Deans, the Deans and Mr Clark or Mrs Williamson can also help you plan your course.

**If you wish to make an appointment with the Careers Advisor, please sign the appointment sheet on the table on the white wall in Mrs Thom's Careers' office. Parents or caregivers are welcome to come in with you, to discuss subject choices or future plans.**

There are brochures, books and videos that you can borrow about jobs, careers and further training, some up-to-date information is on the Career Services website. It lists jobs, courses and training providers throughout New Zealand and gives information about aspects such as entry criteria, course content, prerequisites and so on. The Internet address is: <http://www.careers.govt.nz> You can also access it through the Dunstan High School Home page.

There is also a programme on this website called "*Career Quest*" and other on-line tools which can assist you to make career and subject choices. You can access *Career Quest* through 'shared applications' on the school intranet. You can also free txt. Txt JOB then the Job you are interested in (e.g. JOB builder).

**The Career Services Advice Line** is available weekdays from 8am-8pm and Saturdays between 10am and 2pm – Phone 0800 222 733. This service has been extended to include an internet chat room, which can be accessed from the Career Services website during the hours listed for the advice line or by e-mailing [careers@careers.govt.nz](mailto:careers@careers.govt.nz).

Other careers information comes from visiting speakers, recruiters and liaison officers who come to the school. Watch the daily notices and the fortnightly school newsletter for news of these.

## WHAT ARE EMPLOYERS LOOKING FOR.....?

It's important to use your time at school to build up skills as well as focus on academic learning. It's a time when you can get involved in activities outside the classroom, such as sport, debating, music, drama or leadership.

These types of activity all contribute towards the skills that are needed after you leave school. They can help you learn to **be an adaptable individual who can .....**

- \* organise your time
- \* be a good team person
- \* take responsibility
- \* gain confidence
- \* show initiative
- \* work co-operatively with others
- \* be flexible
- \* communicate well

## DEVELOP YOUR SELF AWARENESS.....

You need to:

- \* Develop your view of yourself
- \* Know your skills, abilities and characteristics and know how your talents link to your career life pathway.
- \* Consider all possibilities
- \* Have confidence to pursue dreams
- \* Be optimistic
- \* Set realistic career goals
- \* Develop an “internal compass” which redirects you to a “best fit” in your career pathway

## KNOW YOUR CAREER LIFE DIRECTION.....

Know what kind of life you want because of your job will need to support that. You need to be in control of your career direction and quality of life. You then need to know how to get there. Learning can continue in many forms. There could be several ways to use your skills to become your dream. Research the possible training options for your Career Pathway.

Tertiary providers offer a range of training opportunities from Level 3 National Certificate to degree level and beyond. Information is available on providers’ websites or from a current prospectus. Some are available from the Careers’ office. Alternatively, you can request a copy direct from the institution (e.g. Otago University). A useful pamphlet is *Taking Off to Tertiary* which is available from the Careers office, Transition Department or on line at [www.careers.govt.nz](http://www.careers.govt.nz).

Opportunities for very worthwhile career paths are also available in local industry where trainees can earn as they learn and gain qualifications. Many local companies are offering very interesting internships or apprenticeships which allow you to have work experience, career development, study support and mentoring as you begin working. Information about this type of training can be obtained from the Careers and Transition Departments and from the Career Services website. A useful pamphlet is *Earn While You Learn*.

- **Be in charge of your own Career Life Pathway**
- **Be a focused learner**
- **Prepare well by selecting relevant subjects, each year, for a strong course**
- **Always aim for your best effort and output**
- **Use your learning opportunities at Dunstan High School**
- **Prepare well so you have a future full of possibilities for success**

## **Year 13 Course Selection: UNIVERSITY ENTRANCE**

Tertiary providers are tightening entry prerequisites, in response to concern over capping of government funding, and are trying to ensure that the success at tertiary study is likely, by raising the bar for entry. **Consequently, you are encouraged to do your best at your high school studies, to ensure your application is competitive.** Information is yet to come from some universities but indications are that the requirements for entry will be higher.

To gain UE you need to meet all of these criteria.

<b>University Entrance</b>	<b>Level 3 or higher 42 credits</b>		
	<b>14 credits in one “approved Subject:</b>	<b>14 credits in one “approved subject”</b>	<b>14 credits from not more than two additional domains on the NQF or “approved subjects”</b>
	<b>Level 2 or higher</b>		
	<b>8 credits in English or Te Reo Maori (including 4 reading and 4 writing from the approved list)</b>		
	<b>Level 1 or higher</b>		
	<b>14 credits in Mathematics or Pangarau</b>		

In future it seems that applications will be assessed differently. For most universities, there will be a **Preferential Entry Score (PES)** to prioritise applicants or to determine whether a place can be offered in an alternative qualification.

<b>Example of how a rank score for NCEA Level 3 is calculated</b>				
<b>Subject</b>	<b>Standard Type</b>	<b>Results</b>	<b>Calculate</b>	<b>Rank Score</b>
Economics	Achievement	6 Achieved	Not counted	Nil*
English	Achievement and Unit	6 Excellence 6 Merit 16 Achieved**	6x4 points 6x3 points 12x2 points	66**
History	Achievement	8 Excellence 10 Achieved	8x 4 points 10x2 points	52
Mathematics with Calculus	Achievement	4 Excellence 3 Merit 8 Achieved***	4x4 points 3x3 points	25
Physics	Achievement	24 Merit	24x3 points	72
Statistics and Modelling	Achievement	7 Merit 10 Achieved***	7x3 points	21
<b>Rank score</b>				<b>236</b>
*Only five subjects are included in the calculation.				
** Maximum 24 credits per subject. Any points above this limit are excluded.				
***Not included as only best 80 credits used in calculation of rank score.				

The PES is a rank score which will be based on your best 80 credits at Level 3 or higher, over **a maximum of five approved subjects**, weighted by level of achievements. NB: Some universities such as Auckland have had this system in place for some time. Canterbury University has had a limited entry scheme for law, engineering and education only. This will continue till the end of 2011.

<b>Approved Subjects for University Entrance</b>	
Accounting	Indonesian
Agriculture & Horticulture	Japanese
Biology	Korean
Chemistry	Latin
Chinese	Mathematics with Calculus
Classical Studies	Media Studies
Computing	Music
Cook Islands Maori	Painting (Practical Art)
Dance	Photography (Practical Art)
Design (Practical Art)	Physical Education
Drama	Physics
Economics	Printmaking (Practical Art)
English	Samoan
French	Science
Geography	Sculpture (Practical Art)
German	Social Studies
Graphics	Spanish
Health Education	Statistics and Modelling
History	Technology
History of Art	Te Rea Maori or Te Reo Rangatira

- Courses may have **specific minimum requirements** for selection, though for the majority of undergraduate courses, the Preferential Entry Score, based on your NCEA, is likely to be 120-140 points.
- Existing minimums for total credits, literacy and numeracy stand, but best 80 credits at Level 3 will be ranked.
- Many institutions will use a system of allocating or weighting four points for 'E' credits, three for Merit credits, and two for Achieved credits. If you achieve fewer than 80 credits, the score will be based on those credits you have gained. If you achieve more than 80 credits, the credits achieved with the highest level of achievement will be used (lowest grades drop off).

**Other important considerations:**

- Only 5 approved subjects are included in the calculation
- A maximum of 24 credits per subject are used and any credits above this limit are excluded
- If you do not gain the guaranteed score but have achieved UE of 42+ Level 3 credits, applications may be considered on a case by case basis.

**Factors which will be considered in such cases will be**

- Your performance in relevant subjects
- Eligibility for a targeted admission scheme, or possibly a foundation course in university or polytech preparation
- Your potential as assessed at an interview

eg: The University of Auckland selected entry requirements:

<b>The chart below is a list of programmes with revised guaranteed entry scores. The scores affected are underlined.</b>	
<b>Programme</b>	<b>NCEA (Level 3)</b>
Bachelor of Arts	<u>140</u>
Bachelor of Education (Teaching)	<u>140</u>
Bachelor of Health Sciences	<u>210</u>
Bachelor of Human Services	<u>140</u>
Bachelor of Music (Composition, and History and Literature of Music majors)	<u>140</u>
Bachelor of Nursing	<u>200</u>
Bachelor of Pharmacy	<u>220</u>
Bachelor of Physical Education	<u>140</u>
Bachelor of Planning	<u>230</u>
Bachelor of Science – all majors/specialisations except: Biomedical Science Sport and Exercise Science	<u>150</u> <u>239</u> <u>190</u>
Bachelor of Social Work	<u>140</u>
Bachelor of Technology	<u>220</u>
Bachelor of Theology	<u>140</u>

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### **Otago University will be running a 2 tier entry scheme:**

- 1) **Preferential Entry** scheme which guarantees places for high calibre students (ie those with Excellence endorsed Level 2 NCEA certificates.
- 2) **Competitive Entry** scheme which is a PES ranking scheme with offers of place according to availability and academic and other relevant criteria. This means that for high calibre Year 13s, hoping to be first year Otago University students, they need to apply by the due date and meet at least one Preferential Entry Requirement eg.
  - Merit or Excellence endorsed NCEA Level 2
  - An entry score of 140+, and have accepted a hostel place or, an OU scholarship, have UE and/or meet age and language requirements.

#### Competitive Entry depends on:

- Not gaining Preferential Only i.e. no guaranteed place
- Applying to a capped course
- Your ranking, based on NCEA Level 3
- Meeting UE / age / language minimum requirements



## Pre-Choice Form

Please complete the following Pre-Choice Form to help you decide on the best course of study for you in the coming year.

<u>Possible Career Choices</u>	
<u>Why?</u>	<u>Why Not?</u>
<u>What Do I Enjoy?</u>	<u>What Am I Good At?</u>
<u>Information Available?</u>	
<u>Qualifications / Subjects / Skills Required</u>	
<u>Plan of Action to Acquire These Qualifications / Subjects / Skills</u>	
<u>Possible Courses for Next Year</u>	
<i>Use this information to complete your Course Choice Form AND to give you a record of your choices.</i>	

### Filling in the Course Choice Form for the coming year

These will be given out by Group Tutors / Deans at the end of Term 3 for Year 10, 11, 12, the beginning of Term 4 for Year 8 (*posted*), and the middle of Term 4 for Year 9 and after that they will be available from the school office.

**Please check that you complete all parts of the Course Choice Form.** We need a range of information to help you to plan for the best course that we can offer to you.

**Remember multi-leveiling is possible. However, indications from NZQA at this time imply that for UE only credits gained in the Year 13 year will be eligible for inclusion. With a rank score required it may be that in Year 13 you need to retain your strongest subject line-up to be competitive for tertiary enrolment. Students may choose subjects from their own level and lower levels. In some cases where ability and prior learning can be demonstrated, students may be accepted to take a more demanding course – either 6 subjects or study at a higher level. See note on page 2. Check the Introductions for each level in both the Junior and Senior booklets.**

- ★ Complete the section on ‘costs’ so you are aware of the total cost of your course (see back of this book for a summary).
- ★ It is essential to try to plan **forward** and fill in the subjects you might want to take until you finish school (and beyond) so you have a sound pathway in the future. Some subjects have skills which support and broaden your ultimate choices, fit them in a logical year level.
- ★ Make sure your sheet has been **signed by you** and **your parent/caregiver**.
- ★ **Hand in your Course Choice Forms for the coming year to your Group Tutor before the due date so the school can finalise subjects to be taught. (The numbers of students wanting to take a particular subject, determine whether a subject will run at a particular level).**

**REMEMBER – ask if you are not sure about choosing your course**

# THE WIDER CURRICULUM

Apart from the subjects and courses listed for each year level, other programmes are offered as part of the total school curriculum and these are described below. Most are co-curricular courses or activities that students may opt to take or be advised to take.

## **Peer Support**

Year 9 students take part in an orientation programme, which eases their transition from Primary to Secondary school. Year 13 students use a series of informal activities to introduce the newcomers to the school, to the people in it, and to each other. These Senior students have volunteered to attend leadership training to learn the skills to prepare them to work with Year 9 and 10 students and to take on other leadership roles in the school.

## **Outdoor Education**

In Term One, Year 10 students attend a camp at Mt Aspiring which is aimed at helping class members to get to know each other. The focus is on life skills, working as part of a team and building relationships.

## **Itinerant Music**

Students at Dunstan High School have the opportunity to take instrumental and voice lessons during school time. The school has organised for specialist itinerant music teachers to offer tuition in a variety of areas. There is no tuition fee, but a hire fee is charged if a school instrument is used. Students do not need to be taking music classes to avail themselves of this opportunity, but preference will be given to those students with a proven commitment to music.

## **English for Speakers of Other Languages (ESOL)**

ESOL help is available in a variety of ways for overseas students. Individual needs will be considered when programmes for these students are planned. An IELTS examination class is run for Senior ESOL students.

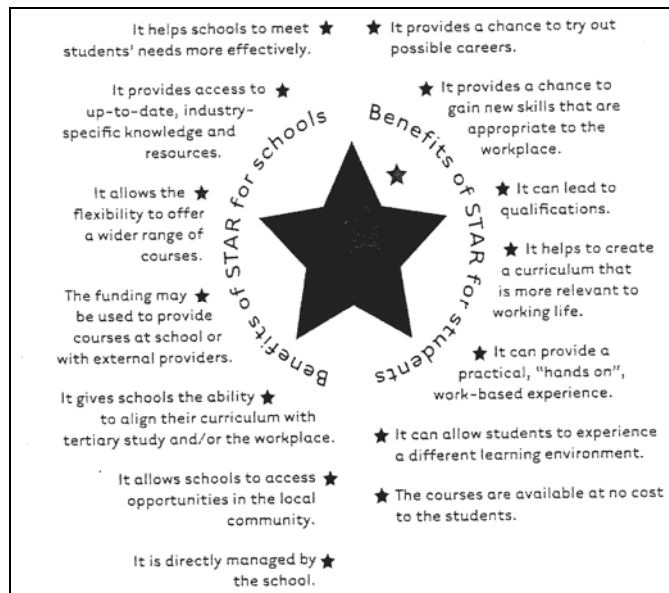
## **Sports/Culture**

A wide range of sporting and cultural teams and groups are available for students to join. These co-curricular activities are an important part of being a pupil at Dunstan High School.

## **STAR (Secondary Tertiary Alignment Resource)**

Dunstan High School has a Star Resource and its objectives are to:

- Facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications;
- Provide or purchase tertiary courses which will better meet students' needs, which will motivate them to achieve, and which will facilitate their smooth transition to further education, training or employment;
- Support students to explore career pathways and help them make informed decisions about their schooling and future work or study



Some of the courses / opportunities provided for students in the past include:

- Distance learning courses and practical workshops in polytechs
- University and distance courses
- Holiday courses – Barista, computing, media, automotive, hairdressing
- Trips to spend time in tertiary courses
- Short courses 2-3 days – Hospitality / Tourism
- First Aid courses
- Supports school based courses – Rural Pathways. Hospitality/Tourism, Early Childhood Education, and Outdoor Education

**For Further Information See:**

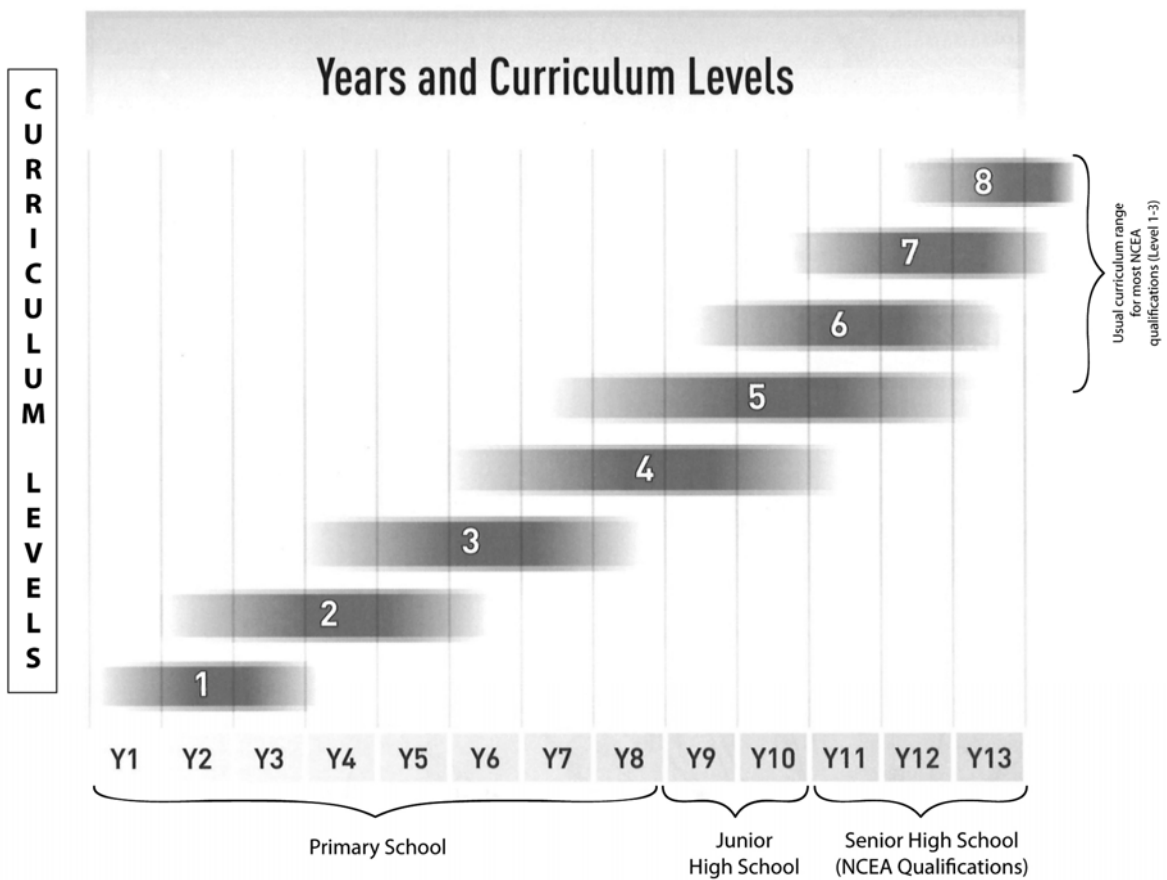
Mrs Driver (Email: [cdriver@dunstan.school.nz](mailto:cdriver@dunstan.school.nz))

## YEARS AND CURRICULUM LEVELS

In this handbook you will see Curriculum Levels for each subject.

These are guidelines for what students are expected to achieve /be able to do as a peer group, ie Yr  
9/10/11/12/13

NB: NCEA Levels (1, 2 or 3) refer to the level of qualifications students are studying for in the senior school.



### YEAR LEVELS

# CURRICULUM SUMMARY 2011

YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
<b>Applied Technology</b>				
Technology	Food Technology Graphics and Design Information Technology Structural Technology	Information & Communication Technology Food and Nutrition Design Technology  Graphics and Design  Economics/Business Studies	Information & Communication Technology Hospitality and Tourism Design Technology  Graphics and Design  Accounting/Economics	Information & Communication Technology Hospitality and Tourism Design Technology  Graphics and Design  Accounting Economics
<b>Arts</b>				
Art  Dramatic Arts Music – Sound Arts	Art  Dramatic Arts Music – Sound Arts	Art  Dramatic Arts Music – Sound Arts	Art: Painting Art: Photography  Dramatic Arts Music – Sound Arts	Art: Painting Art: History Art: Photography  Dramatic Arts Music – Sound Arts
<b>Health / Physical and Outdoor Education</b>				
Health/Physical Education	Health/Physical Education	Health/Physical Education Outdoor Education	Physical Education Outdoor Education	PE/OE (Adventure Based Physical Education)

YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
<b>Language</b>				
English	English	English ESOL 1	English ESOL 1 ESOL 2	English
French Maori	French Maori	French Maori	French Maori	ESOL 2 French Maori
<b>Mathematics</b>				
Mathematics	Mathematics	Mathematics 1 Mathematics 2 Mathematics 3	Mathematics 1 Mathematics 2 Mathematics 3	Calculus Statistics and Modelling
<b>Science</b>				
Science	Science	Science 1 Science 2  Rural Pathways	Biology Chemistry Physics  Rural Pathways	Biology Chemistry Physics  Rural Pathways
<b>Social Science</b>				
Social Studies	Social Studies	Geography History	Geography History Tourism and Travel	Geography History Tourism and Travel
<b>Transition</b>				
		Gateway Transition Education	Gateway Independent Living/Career Search Early Childhood Education	Gateway Independent Living/Career Search Early Childhood Education
CORRESPONDENCE COURSES - See Mrs Driver / Mrs Dunbier				
HIGH PERFORMANCE CLASS - See Mr Hamilton				
e-Learning – See Deans				

# YEAR 9 COURSE

Please Complete the Blue Form 'Selection of Courses for Year 9 - 2011'

*That is With This Book – It needs to be returned to the school office by Thursday October 28, 2010.*

All Year 9 students study the following **compulsory** subjects for one year:

- English
- Health & Physical Education
- Mathematics
- Science
- Social Studies
- Technology

Students will also choose **option** subjects from the Essential Learning areas below to study for 1 trimester (approx 13 weeks). A total of 3 x 1 trimester subjects will be studied: – 2 x from the Arts and 1 x Language:

- A **The Arts** – students choose 2 of:
- **A. Options 1 & 2**
  - Art
  - Dramatic Arts
  - Sounds Arts - Music
- B **Languages** - students choose 1 of:
- **B. Option 3**
  - French
  - Maori

## TARGETED LEARNING

Selected students will be invited to participate in a Targeted Learning programme instead of choosing a language. Parents should indicate on the course choice form (in the appropriate place) if they would like their son/daughter to be considered. **(see note below)\***

## Junior Assessment and Reporting

Within our junior programmes we are developing units that differentiate learning and provide opportunities for all to achieve in a range of assessment tasks.

In line with this, our assessment and reporting has evolved. Assessment judgements are made according to criteria for **Basic achievement, Proficient achievement and Advanced achievement** relative to the curriculum level individual students are currently working at. This will enable students to see how they personally are going and how they compare to the expected national standard.

### **\*Targeted Learning**

Where it is required, students will be given extra tuition to build up skills in a particular area e.g. reading and writing. Some students are taken out of class for a short time while others might do Targeted Learning instead of a second language. Students are selected for this help on the recommendation of their teachers and/or parents. **Those parents who feel Targeted Learning may be necessary should mention it either at time of enrolment or during the period of time leading up to start of the school year. e.g. on the Course Choice form in the space provided.**

## Peer Support

All Year 9 students take part in an orientation programme, on the first day of school, aimed at supporting new entrants in their new school. At this time, Year 13 students, trained in leadership skills, guide the Year 9 students through a range of activities to help make the introduction to high school life easier.

## Tutoring

Trained Peer Tutors (Senior students) offer their time to tutor Junior students in a range of subjects co-ordinated through Mrs Dunbier and Mrs Driver who are in charge of learning support, and the Peer Tutor Training Programme.

## New Entrant Interviews

Senior staff will visit Primary schools in Term 4 to meet our 2011 new entrants and to liaise with their Primary teachers. They are very happy to have a personal interview with students and parents at this time, if they wish. Please make arrangements for this through the Primary school or by contacting our school office (03 448 8595).

### **Homework and Learning Commitments and Expectations**

Please help your son / daughter to manage the requirements for each class. This includes how to manage and organize their time. Learning must be a priority.

It is expected that students will complete homework in most subjects once they get to high school. This is necessary for reflection, research, practice, and sometimes for gathering information or other resources for coming classes.

When students apply for leave, or have a major commitment to a show/festival/tournament it is expected that they will take their leave approval form (available from House Executive), to each teacher and discuss what is possible to be achieved before leaving, while away, and the time frame needed for catching up. This is especially important for formative and summative assessments which might be scheduled and therefore missed.

Staff appreciates the educational value of overseas travel and commitment to team sports and events, but they also know that when a person is away from their job the work still has to be done. So we see an important life lesson in taking responsibility for preparing or catching up.

### **Course Choice**

If students are having difficulty choosing their option subjects please do not hesitate to contact the teacher in charge for clarification or to arrange a meeting.

## COMPULSORY SUBJECTS

### ENGLISH

**Year 9**

#### **CURRICULUM LEVEL 4 and 5**

**Course Length:** One Year

**Special Costs:** None

**Entry Requirements:** None

#### **Course Outline:**

The Year 9 programme seeks to continue the development of the written, oral and visual strands identified in the English Curriculum. A special emphasis is placed on reading through a programme, which aims to build student reading skills and enjoyment of books.

#### **Assessment Outline:**

Assessment will be by a variety of methods and will be on going throughout the course.

#### **Out of Class Expectations and Commitments**

Regular reading and homework are an expectation.

#### **Where Does It Lead?**

Year 10

#### **For Further Information See:**

Mr Thom (Email: [sthom@dunstan.school.nz](mailto:sthom@dunstan.school.nz))

### HEALTH & PHYSICAL EDUCATION

**Year 9**

#### **CURRICULUM LEVEL 4 and 5**

**Course Length:** One Year

**Special Costs:** \$12-\$15 Aquatics Programme  
\$4 Dance Module

**Entry Requirements:** None

#### **Course Outline:**

The course is based on "Health & Physical Education in the New Zealand Curriculum," the core statement for the essential learning area Health and Physical Well-Being. Essential skills will be taught through units of work selected from the following:

Physical Ed	Health
• Athletics	• Intro to Health
• Small ball skills	• Well-being/Hauora
• Physical well-being testing	• Smoking
• Physical talent search	• Keeping ourselves safe

• Large ball skills	• Drugs/alcohol
• Olympics	• Relationships/ • Friendships
• Dance/movement	• Recap/review puberty
• Gymnastics	• Mental health
• X-Country	– Disabilities
• Aquatics	– Diet/nutrition
• Te Reo Kori	

#### **Assessment Outline:**

Assessment judgements made according to criteria for basic achievement, proficient achievement, and advanced achievement relative to the curriculum level students are working at

#### **Out of Class Expectations and Commitments**

Students who miss class/work due to school activities/illness, etc. are expected to catch-up on missed work for homework (lunchtimes, etc.)

#### **Where Does It Lead?**

Y10 Physical Education & Health. Establishing healthy lifestyle practices.

#### **For Further Information See:**

Mr Mawhinney (Email: [jmawhinney@dunstan.school.nz](mailto:jmawhinney@dunstan.school.nz))

### JUNIOR MATHS – YEAR 1

**Year 9**

#### **CURRICULUM LEVEL 4 and 5**

**Course Length:** One Year

**Special Costs:** \$11.00 for a write on homework book.

**Entry Requirements:** None

#### **Course Outline:**

Students are introduced to Algebra and develop further their understanding of Geometry, Measurement, Transformation and Probability.

We use recent developments in Numeracy concepts to help pupils enhance their knowledge and strategies in Number.

#### **Assessment Outline:**

The number topics are assessed on the numeracy framework as set by the Ministry of Education. The remaining topics have assessment judgements made according to criteria for basic achievement, proficient achievement, and advanced achievement relative to the curriculum level students are working at.

#### **Out of Class Expectations and Commitments**

Students are expected to complete about 15 minutes of homework each day they have Maths. The extension class is expected to enter the National Bank Junior Maths competition and the Australian Maths competition.

#### **Where Does It Lead?**

**For Further Information See:**

Mr Hattrill (Email: [ghattrill@dunstan.school.nz](mailto:ghattrill@dunstan.school.nz))

## SCIENCE

### Year 9

#### CURRICULUM LEVEL 3 and 4

**Course Length:** One Year

**Special Costs:** \$5 practical book

**Entry Requirements:** None

**Course Outline:**

The course consists of units of study taken from the 5 curriculum strands:

- Nature of Science
- Living World
- Planet Earth
- Physical World
- Material World

The course is taught in a laboratory and you will learn a variety of experimental and investigative techniques, communicate and debate with others to help you understand and explain our natural and physical world and the wider universe. You will also carry out research and ICT based tasks throughout the year.

**Assessment and Reporting:**

To determine how your understanding and skills are progressing you will be assessed once a term on your investigative skills. The investigation is a particular process that is used by scientists from all parts of the world for the development of science. This will be used for reporting purposes.

During each unit a variety of other assessment tasks will be used for feedback. This feedback will be discussed with you and will help the teacher determine your individual needs within the class.

**Out of Class Expectations and Commitments**

1-2 hours homework a week. This may be in the form of research or leaning of objectives from the lesson.

**Where Does It Lead?**

To Year 10 Science (Level 5)

**For Further Information See:**

Ms Hitchman (Email: [hodscience@dunstan.school.nz](mailto:hodscience@dunstan.school.nz))

## SOCIAL STUDIES

### Year 9

#### CURRICULUM LEVEL 4 and 5

**Course Length:** One Year

**Special Costs:**

Current Events newspapers are supplied to students monthly. Yearly charge approximately \$5.

Each class usually sends a team of three to the local Social Studies Quiz competition. Approximately \$10 per student.

**Entry Requirements:** None

**Course Outline:**

Social Studies is the study of people and the society they live in; in the past, today and in the future. **The essential skill** of inquiry - communicating ideas, gathering and presenting information and problem solving are explored in studies of:

- How systems of Government are organised and affect people's lives. (New Zealand, Myanmar, Russia and others in the news).
- Ways in which cultural and national identity develop and are maintained despite the challenges they face. (Pacific culture in the Pacific and New Zealand).
- Why people move between places and the consequences of this. (Somalia, Chad, and New Zealand).
- Factors that influence people's access to resources, goods and services. (Dubai, Central Otago and other global examples).
- How the ideas and actions of individuals and groups have shaped lives (ANZAC's).
- How societies meet, manage and overcome challenges (Epidemics).

Complemented by inquiry studies in current events, issues and research.

The main Social Studies process is **inquiry** following or writing one's own questions, choosing a presentation mode with evaluating the success of the plan. Identifying values, discussing viewpoints and make suggestions to solve social issues are other processes covered throughout the year. It is critical that students have **access** to quality research materials: newspapers, news programmes on both radio and television, and local libraries. Internet access is an advantage.

**Assessment Outline:**

Assessment is ongoing; both formative (throughout topics) and summative (end of topic tests) in a range of styles e.g. bookwork, skills, tests and projects to measure progress and to prepare students for NCEA style assessments.

**Out of Class Expectations and Commitments**

Homework - In general this will involve watching the news or finding an article from the newspaper, once a week, with some finishing of any tasks not completed in class time, to a time expectation of 30 minutes per week.

When a formative assessment is due students are expected to spend at least an hour in that week adding to the inquiry

time available in class. It is not always possible for classes to have unlimited access to computers for research and presentation so this time expectation may be greater, especially for students who maximise the choices available within the assignment to gain a higher level of achievement. **Parents should ensure that quality time is being spent on assessments and ensure that all computer based work is completed in a family space where cyber safety can be monitored.** Most Social Studies staff are happy to have work emailed to them if there is a printer problem at a student's home, but this depends on the type of research and the style of presentation required or selected. In these situations open communication with your student's teacher is necessary.

### **Where Does It Lead?**

To senior subjects of Geography, History, Economics or to Correspondence Courses, and later University subjects such as those already mentioned plus Sociology, Politics and Environmental Science. The inquiry skills of Social Studies ie. research, presentation of ideas in visual and written styles and evaluating success are the basis of many jobs from farming to workshops to design.

### **For Further Information See:**

Mrs Cowie (Email: [lcowie@dunstan.school.nz](mailto:lcowie@dunstan.school.nz))

### **Where Does It Lead?**

To Level 1 Achievement and Unit Standards in Year 11. Priority entry to Year 10 Technology options will be based on attitude, effort and performance in Year 9.

### **For Further Information See:**

Mrs L Taylor (Email: [ltaylor@dunstan.school.nz](mailto:ltaylor@dunstan.school.nz))

## **TECHNOLOGY**

### **Year 9**

#### **CURRICULUM LEVEL 4 and 5**

**Course Length:** One Year

**Special Costs:** \$65

**Entry Requirements:** None

#### **Course Outline:**

Students will study various areas of Technology covering

- Information Technology
- Materials Technology and Production and Processes
- Structure and Mechanisms
- Food Technology
- Graphics

#### **Assessment Outline:**

Students will be have assessment judgements made according to criteria for basic achievement, proficient achievement, and advanced achievement relative to the curriculum level at which the student is working.

#### **Focus Essential Skills:**

- Information Handling
- Communication
- Problem-Solving
- Physical

#### **Out of Class Expectations and Commitments**

Homework, when issued, must be completed prior to the next lesson.

## OPTIONS YEAR 9

(Students to do 3):

- 2 from Arts (pages 21 and 22)
- 1 from Languages (Page 23)

(please see note on **Targeted Learning in the Year 9 Introduction – page 16**)

### THE ARTS

## ART

**Year 9**

### **CURRICULUM LEVEL 4 and 5**

**Course Length:** 1 Trimester

(approximately 13 weeks)

**Special Costs:** \$15.00

**Entry Requirements:** None

#### **Course Outline:**

Students explore the elements of Art, for example, line, colour, tone, texture, form etc. using a variety of materials and techniques, such as printmaking, 3-D, design, painting and drawing.

#### **Focus Essential Skills:**

- Problem Solving
- Work and Study
- Social and Co-operative

#### **Assessment Outline:**

Standards based assessment / Basic / Proficient / Advanced.

#### **Out of Class Expectations and Commitments**

One to two hours homework per week. This includes skills practise, research, and completion of classwork where required.

#### **Where Does It Lead?**

Year 9 Art leads to Practical Art which is an examination subject in Year 11, 12 and 13, where the student is encouraged to develop a perceptual awareness so that he/she may examine and express in the appropriate materials his/her attitudes, feelings and discoveries about people, places, objects and behaviour.

#### **For Further Information See:**

Mr Finch / Mrs Hamilton

(Email: [kfinch@dunstan.school.nz](mailto:kfinch@dunstan.school.nz) / [mhamilton@dunstan.school.nz](mailto:mhamilton@dunstan.school.nz))

## DRAMATIC ARTS

### Introductory Course

**Year 9**

### **CURRICULUM LEVEL 4 and 5**

**Course Length:** 1 Trimester

(approximately 13 weeks)

**Special Costs:** \$5.00 Class Materials

**Entry Requirements:** An interest in the Dramatic and Performing Arts and/or developing communication and presentation skills.

#### **Course Outline:**

##### **Focus Objectives:**

Aims of the course are for students to begin to:

- Develop their practical knowledge in the Dramatic Arts
- Develop their ideas relating to the Dramatic Arts
- Communicate and interpret the meaning of dramatic works
- Understand the Dramatic Arts in context

---- through the study of the following ----

Focus Area	Titles of Units	
Drama Techniques	<ul style="list-style-type: none"> <li>• Developing The Ensemble</li> <li>• Warm-ups, Trust, Confidence, Improvisation, Role plays, Teamwork</li> </ul>	1 week
	<ul style="list-style-type: none"> <li>• Developing a Voice</li> <li>• Movement- Interpreting Simple Themes</li> <li>• Use of space</li> </ul>	Developing Skills, Knowledge and Processes 5 weeks
Drama Elements and Conventions	<ul style="list-style-type: none"> <li>• Introduction to simple dramatic elements and conventions.</li> <li>• Devising and Developing ideas</li> <li>• Stage Craft</li> </ul>	Integrated
Theatre Study	<ul style="list-style-type: none"> <li>• Masks and Masking                             <ul style="list-style-type: none"> <li>- Masks in Context</li> <li>- Moving masks</li> </ul> </li> </ul>	2 weeks
Production Role	<ul style="list-style-type: none"> <li>• Introduction to Character Development</li> <li>• Prepare and Perform a piece of scripted drama in a pair/small group</li> </ul>	3 weeks
	Technical: Processes, Designing and Constructing a Mask in consultation with a small production group.	2 weeks

Review and Evaluation of performance	Workbook & Portfolio: Recording, Reflecting and Responding to class and performance work	Integrated
		13 weeks

### Key Competencies:

- Managing Self
- Relating to Others
- Participating and Contributing
- Thinking and Creativity
- Using Language, Symbols and Texts

### Assessment Outline:

Students will be assessed at the curriculum level they are working at and against the following Achievement Objectives:

- develop practical knowledge in drama
- develop ideas relating to the Dramatic Arts
- communicate and interpret the meaning of dramatic works
- show understanding of the Dramatic Arts in context

### Out of Class Expectations and Commitments:

Homework will be approximately one hour per week.

### Where Does It Lead?

- Enhances work in English, Social Studies and related fields.
- Further studies in the Dramatic Arts, communication and related fields.
- Development of confidence, imagination, creativity, and self-management

### For Further Information See:

Mrs Vercoe (Email: [dvercoe@dunstan.school.nz](mailto:dvercoe@dunstan.school.nz))

## SOUND ARTS - MUSIC

### Year 9

### CURRICULUM LEVEL 4

**Course Length:** 1 Trimester  
(approx 13 weeks)

**Special Costs:** \$10.00 music scores

**Entry Requirements:** None

### Course Outline:

A basic introduction to the study of music focussing on performance, composition, theory and general musicianship skills.

### Assessment Outline:

The students will be assessed at the curriculum level they are working at and against the following Achievement Objectives:

- Understanding Music
- Developing Practical Knowledge

- Developing Ideas
- Communicating and Interpreting

### Focus Essential Skills:

- Communication
- Problem-Solving
- Social and Co-operative
- Physical

### Out of Class Expectations and Commitments:

One hour homework per week. Rehearsal time at home.

### Where Does It Lead?

This course provides an introduction to further music study. At Year 10 music becomes a half year course. Years 11-13 are full year courses.

It develops cognitive, presentation and communication skills as well as co-ordination.

### For Further Information See:

Mr Buchanan  
(Email: [buchananj@dunstan.school.nz](mailto:buchananj@dunstan.school.nz))

## LANGUAGES

### FRENCH

#### Year 9

#### CURRICULUM LEVEL 1 and 2

**Course Length:** 1 Trimester (approx 13 weeks)

**Special Costs:** 1B5 Exercise Book

Photocopied Booklet \$7.00

Food Costs \$4.00

**Entry Requirements:** None

#### Course Outline:

- Students will learn to communicate about likes and dislikes; ownership; time, weather and seasons. They will also be able to offer, accept, refuse and ask for things. Topics covered include descriptions of yourself and others, the classroom, sports and cafes. Students will be expected to participate fully in listening, speaking, reading and writing activities.

#### Assessment Outline:

Students will be assessed in listening, speaking, reading and writing skills.

#### Out of Class Expectations and Commitments

Students will be expected to do up to 15 minutes homework each day. This may include written work to reinforce new language or vocabulary learning.

#### Where Does It Lead?

This course enables students to study French in Year 10, which is a full year's course.

#### For Further Information See:

Mrs Morris

(Email: [vmorris@dunstan.school.nz](mailto:vmorris@dunstan.school.nz))

### MAORI

#### Year 9

#### CURRICULUM LEVEL 1 and 2

**Course Length:** 1 Trimester

(approx 13 weeks)

**Special Costs:** 1B5 Exercise Book

**Entry Requirements:** None

#### Course Outline:

An introductory course in Oral, Written, Listening, Reading Maori.

- Activities based
- Emphasis on interacting in Te Reo

#### Assessment Outline:

One oral assessment

One written assessment

Book assessments

Two listening assessments

One reading assessment

#### Out of Class Expectations and Commitments:

10-20 minutes of self-directed learning each night. There will need to be an emphasis on learning new words.

#### Where Does It Lead?

Year 10 Maori

NCEA Maori - Levels 1, 2 and 3

#### For Further Information See:

Whaea Tui

(Email: [maori@dunstan.school.nz](mailto:maori@dunstan.school.nz))

# YEAR 10 COURSE

All Year 10 students study the following **compulsory** subjects for one year:

- **English**
- **Health and Physical Education**
- **Mathematics**
- **Science**
- **Social Studies**

Students will also choose **OPTION** subjects from the list below: -

either: Four x 1 semester options (**Arts and Technologies**)

OR Two x 1 semester options (**Arts and Technologies**)

Plus One x 1 year option (**Languages**)

## ARTS OPTIONS

- **Art**
  - **Dramatic Arts**
  - **Sound Arts (Music)**
- } 1 Semester  
(2 terms)  
courses

## TECHNOLOGY OPTIONS

- **Food Technology**
  - **Graphics and Design**
  - **Information Technology**
  - **Structural Technology**
- } 1 semester  
(2 terms)  
courses

## LANGUAGE OPTIONS

- **French**
  - **Maori**
- } Full year  
courses

**NB:** Students are encouraged to balance their choices between the **Arts and the Technologies**.

- While every effort is made to satisfy student's preferences, some subjects may not be able to run. (*refer to Introduction Page 2*).
- In a situation where a subject has reached maximum numbers, students with a commitment to the subject will be given preference where two people apply at the same time.

## **Junior Assessment and Reporting**

Within our junior programmes we are developing units that differentiate learning and provide opportunities for all to achieve in a range of assessment tasks.

In line with this, our assessment and reporting has evolved. Assessment judgements are made according to criteria for **Basic achievement, Proficient achievement and Advanced achievement** relative to the curriculum level individual students are currently working at. This will enable students to see how they personally are going and how they compare to the expected national standard.

## **OUTDOOR EDUCATION - YEAR 10 CAMP**

Early in Term One of Year 10 all students take part in a camp at Mount Aspiring, which is related to other curriculum areas. A key focus of the camp is building self-confidence, developing positive relationships, teamwork and other social and personal skills. The cost of this camp is approximately \$155.

### **Homework and Learning Commitments and Expectations**

Please help your son / daughter to manage the requirements for each class. This includes how to manage and organize their time. Learning must be a priority.

It is expected that students will complete homework in most subjects once they get to high school. This is necessary for reflection, research, practice, and sometimes for gathering information or other resources for coming classes.

When students apply for leave, or have a major commitment to a show/festival/tournament it is expected that they will take their leave approval form (available from House Executive), to each teacher and discuss what is possible to be achieved before leaving, while away, and the time frame needed for catching up. This is especially important for formative and summative assessments which might be scheduled and therefore missed.

Staff appreciates the educational value of overseas travel and commitment to team sports and events, but they also know that when a person is away from their job the work still has to be done. So we see an important life lesson in taking responsibility for preparing or catching up.

## COMPULSORY SUBJECTS

### ENGLISH

**Year 10**

#### **CURRICULUM LEVEL 4 and 5**

**Course Length:** One Year

**Special Costs:** None

**Entry Requirements:** Year 9

#### **Course Outline:**

The Year 10 English programme seeks to build on the skills of the Year 9 Course. An emphasis will continue to be placed on the range of communication skills outlined in English in the New Zealand Curriculum.

#### **Assessment Outline:**

Assessment will be by a variety of methods and will be on going throughout the course, as is the case in Year 9.

#### **Out of Class Expectations and Commitments**

Regular reading and homework are an expectation.

#### **Where Does It Lead?**

A compulsory core subject. NCEA Level 1 English and the new literacy standards.

#### **For Further Information See:**

Mr Thom (Email: [sthom@dunstan.school.nz](mailto:sthom@dunstan.school.nz))

### HEALTH & PHYSICAL EDUCATION

**Year 10**

#### **CURRICULUM LEVEL 5**

**Course Length:** One Year

**Special Costs:** \$12-\$15 Aquatics Programme  
\$ 4 Dance Module

**Entry Requirements:** None

#### **Course Outline:**

The course is based on "Health & Physical Education in the New Zealand Curriculum," the core statement for the essential learning area Health and Physical Well-Being. Essential skills will be taught through units of work selected from the following:

<u>Physical Education</u>	<u>Health</u>
• Team Athletics	• Intro
• Physical activities using implements	• Recap/review well-being/Houera
• Physical well-being testing	• Road safety
• Sports talent search	• Sexuality
• Large ball skills	• Communicable Diseases
• Olympics	• Mental health
• Small ball skills	• Drugs/alcohol
• Dance	• Functional anatomy
• Gymnastics	• Goal setting
• X-Country	• Diet/nutrition
• Aquatics	• Health disorders
• Te Reo Kori	• First aid

#### **Assessment Outline:**

Assessment judgements made according to criteria for basic achievement, proficient achievement, and advanced achievement relative to the curriculum level students are working at.

#### **Out of Class Expectations and Commitments**

Students who miss class/work due to school activities/illness, etc. are expected to catch-up on missed work for homework (lunchtimes, etc.)

#### **Where Does It Lead?**

L1 NCEA Physical Education at Y11. Lifelong healthy lifestyle practices.

#### **For Further Information See:**

Mr Mawhinney

(Email: [jmawhinney@dunstan.school.nz](mailto:jmawhinney@dunstan.school.nz))

### JUNIOR MATHS – YEAR 2

**Year 10**

#### **CURRICULUM LEVEL 5 and 6**

**Course Length:** One Year

**Special Costs:** \$11.00 for a write-on homework book

**Entry Requirements:** None

#### **Course Outline:**

Students build on their understanding of Algebra during two major units through the year. The Geometry of right-angled triangles is introduced. Study continues in Number, Probability, and Statistics.

Students will have an opportunity to gain some Level 1 NCEA credits.

#### **Assessment Outline:**

Assessment judgements for most topics are made according to criteria for basic achievement, proficient achievement and advanced achievement relative to the curriculum level students are working at.

#### **Out of Class Expectations and Commitments**

Students are expected to complete about 20 minutes of homework each day they have Maths. The extension class

is expected to enter The National Bank Junior Maths competition and The Australian Maths competition.

### Where Does It Lead?

Depending on each student's demonstrated ability this course leads into either 11 Maths 1, or 11 Maths 2 or 11 Maths 3 courses.

### For Further Information See:

Mr Hattrill (Email: [ghattrill@dunstan.school.nz](mailto:ghattrill@dunstan.school.nz))

## SCIENCE

### Year 10

#### CURRICULUM LEVEL 4 and 5

**Course Length:** One Year

**Special Costs:** \$5 practical book

#### Entry Requirements:

All students should have studied Year 9 Science.

#### Course Outline:

The course consists of units of study taken from the 5 curriculum strands:

- Nature of Science
- Living World
- Planet Earth
- Physical World
- Material World

The course is taught in a laboratory and you will continue to learn a variety of experimental and investigative techniques, communicate and debate with others to help you understand and explain our natural and physical world and the wider universe. You will also carry out research and ICT based tasks throughout the year.

#### Assessment and Reporting:

To determine how your understanding and skills are progressing you will be assessed once a term on your investigative skills. The investigation is a particular process that is used by scientists from all parts of the world for the development of science. This will be used for reporting purposes.

During each unit a variety of other assessment tasks will be used for feedback. This feedback will be discussed with you and will help the teacher determine your individual needs within the class.

#### Out of Class Expectations and Commitments

1-2 hours homework a week. This may be in the form of research or leaning of objectives from the lesson. Some homeworks will focus on NCEA style questions in preparation for next year.

### Where Does It Lead?

To NCEA Achievement Standard Science 1.

### For Further Information See:

Ms Hitchman (Email: [hodscience@dunstan.school.nz](mailto:hodscience@dunstan.school.nz))

## SOCIAL STUDIES

### Year 10

#### CURRICULUM LEVEL 5

**Course Length:** One Year

**Special Costs:** Current Events newspapers are supplied to students monthly. Yearly charge approximately \$5.

Each class usually sends a team of three to the local Social Studies Quiz competition. The cost is approximately \$10 per person.

**Entry Requirements:** None

#### Course Outline:

Social Studies is the study of people and the society they live in; in the past, today and in the future. The essential skill of inquiry - communicating ideas, gathering and presenting information and problem solving are explored in studies of:

- The effects of cultural interaction on people and their societies (Australian Aborigines).
- How and why people seek to gain and maintain social justice. (Human rights today globally, Cambodia and/or Hitler and issues like child soldiers; Kitkat, Fonterra and palm oil).
- How and why people gain nationhood (Israel and Palestine).
- How past events have influenced relationships within and between people and continue to influence them. (Treaty of Waitangi, ANZACs).
- Why particular places and events are significant for people. (Central to Aspiring)
- Changing nature of work and consequences of this for individuals and society. (Globally and in New Zealand).

Complemented by current events and issues and mini-inquiries.

The main Social Studies process is **inquiry** following or writing one's own questions, choosing a presentation mode with evaluating the success of the plan. Identifying values, discussing viewpoints and make suggestions to solve social issues are other processes covered throughout the year. It is critical that students have **access** to quality research materials: newspapers, news programmes on both radio and television, and local libraries. Internet access is an advantage.

#### Assessment Outline:

Assessment is ongoing, both formative (throughout topics) and summative (end of topic tests) in a range of styles e.g. bookwork, skills, tests and projects to measure progress and to prepare students for NCEA style assessments.

#### Out of Class Expectations and Commitments:

Homework - In general this will involve watching the news or finding an article from the newspaper, once a week, with

some finishing of any tasks not completed in class time, to a time expectation of 30 minutes per week. When a formative assessment is due students are expected to spend at least an hour in that week adding to the inquiry time available in class. It is not always possible for classes to have unlimited access to computers for research and presentation so this time expectation may be greater, especially for students who maximise the choices available within the assignment to gain a higher level of achievement. **Parents should ensure that quality time is being spent on assessments and ensure that all computer based work is completed in a family space where cyber safety can be monitored.** Most Social Studies staff are happy to have work emailed to them if there is a printer problem at a student's home, but this depends on the type of research and the style of presentation required or selected. In these situations open communication with your student's teacher is necessary.

### **Where Does It Lead?**

To senior subjects of Geography, History, Economics or to Correspondence Courses and later University subjects such as those already mentioned plus Sociology, Politics and Environmental Science. The inquiry skills of Social Studies i.e. research, presentation of ideas in visual and written styles and evaluating success are the basis of many jobs from farming to workshops to design.

### **For Further Information See:**

Mrs Cowie (*Email: [lcowie@dunstan.school.nz](mailto:lcowie@dunstan.school.nz)*)

## OPTIONS YEAR 10

Students will also choose **OPTION** subjects from the list below: -

either: Four x 1 semester options (**Arts – pages 29 and 30 and Technologies – pages 31 and 32**)

OR Two x 1 semester options (Arts and Technologies)

Plus One x 1 year option (**Languages – page 33**)

### ARTS

## ART

### Year 10

#### **CURRICULUM LEVEL 5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** \$30.00

**Entry Requirements:** Year 9 option Art is an advantage

#### **Course Outline:**

Students explore the elements of Art, for example, line, colour, tone, texture, form etc. using a variety of materials and techniques, such as printmaking, 3-D, design, painting and drawing.

#### **Focus Essential Skills:**

- Problem Solving
- Work and Study
- Social and Co-operative

#### **Assessment Outline:**

Criteria based assessment / Basic / Proficient / Advanced.

#### **Out of Class Expectations and Commitments**

Minimum two hours homework per week. Thematic development and research, skills practise, and completion of class work where required.

#### **Where Does It Lead?**

Year 10 Art leads to Practical Art Levels 1,2, 3 NCEA in Year 11, 12 and 13 where the student is encouraged to develop a perceptual awareness so that he/she may examine and express in the appropriate materials his/her attitudes, feelings and discoveries about people, places, objects and behaviour.

#### **For Further Information See:**

Mr Finch / Mrs Hamilton  
(Email: [kfinch@dunstan.school.nz](mailto:kfinch@dunstan.school.nz) / [mhamilton@dunstan.school.nz](mailto:mhamilton@dunstan.school.nz))

## DRAMATIC ARTS

### Foundation Course

### Year 10

#### **CURRICULUM LEVEL 5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** Class Materials \$10.00

#### **Entry Requirements:**

A strong interest in the Dramatic Arts including a desire to develop communication and presentation skills. It is preferred that students have completed the Year 9 Dramatic Arts Introductory Course.

#### **Course Outline:**

##### **Focus Objectives:**

Aims for students to continue

- developing their practical knowledge in the Dramatic Arts
- developing their ideas relating to the Dramatic Arts
- communicating and interpreting the meaning of dramatic works
- understanding of the Dramatic Arts in context

---- through the study of the following ----

Focus Area	Titles of Units Year 10
Drama Techniques	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Developing a Voice</li> <li>• Movement-Interpreting Simple Themes</li> <li>• Developing The Ensemble</li> </ul> <div style="text-align: right; margin-left: 20px;">} Developing Skills, Knowledge and Processes</div>
Drama Elements and Conventions	<ul style="list-style-type: none"> <li>▪ Using basic elements &amp; conventions to devise work.</li> </ul>
Theatre Study	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Introduction to subtext</li> </ul>
Production Role	<ul style="list-style-type: none"> <li>• End of semester performance</li> <li>• Technical: Introduction to basic sound, lighting the set, make-up and costume.</li> </ul>
Review and Evaluation of Performance	<ul style="list-style-type: none"> <li>• Journal Writing – Recording, Reflecting and Responding.</li> </ul>

#### **Key Competencies:**

- Managing Self
- Relating to Others
- Participating and Contributing
- Thinking and Creativity
- Using Language, Symbols, and Texts

#### **Assessment Outline:**

Students will be assessed at the curriculum level they are working at and against the following Achievement Objectives:

- develop practical knowledge in drama

- develop ideas relating to the Dramatic Arts
- communicate and interpret the meaning of dramatic works
- show understanding of the Dramatic Arts in context

**Out of Class Expectations and Commitments:**

Homework will be approximately 1-½ hours per week. It is expected that students will be involved in productions and workshops.

**Where Does It Lead?**

- Improved skills in performance, communication and leadership.
- Enhanced imagination, creativity, confidence and self-discipline.
- To more advanced courses in the Performing Arts, Media and Language Arts.

**For Further Information See:**

Mrs Vercoe (Email: [dvercoe@dunstan.school.nz](mailto:dvercoe@dunstan.school.nz))

It develops cognitive, presentation and communication skills as well as co-ordination.

**For Further Information See:**

Mr Buchanan  
(Email: [buchananj@dunstan.school.nz](mailto:buchananj@dunstan.school.nz))

**SOUND ARTS - MUSIC**

**Year 10**

**CURRICULUM LEVEL 4/5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** \$15.00 Music Scores

**Entry Requirements:**

This course may be taken by a student who is either learning an instrument (this includes voice) or has taken music in Year 9. A student with little musical experience may be considered, if highly motivated.

**Course Outline:**

Students will develop their performance, composition and general musicianship skills through exploring a variety of musical styles and genres.

**Assessment Outline:**

The student will be assessed at the curriculum level they are working at and against the following Achievement Objectives:

- Understanding Music
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting

**Focus Essential Skills:**

- Communication
- Self Management
- Physical
- Social and Cooperative

**Out of Class Expectations and Commitments:**

1-½ hours homework each week. Rehearsal time at home.

**Where Does It Lead?**

Year 11-13 music achievement and unit standards.

## TECHNOLOGIES

### FOOD TECHNOLOGY

#### Year 10

#### **CURRICULUM LEVEL 5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** Materials (Food) - \$60.00

**Entry Requirements:** None

Food Technology may be taken in Year 10, without it having been studied in Year 9.

#### **Course Outline:**

During the year, there will be Units in Food Technology with a knowledge base of important Nutrition issues.

#### **Assessment Outline:**

Students will be have assessment judgements made according to criteria for basic achievement, proficient achievement, and advanced achievement relative to the curriculum level at which the student is working.

#### **Focus Essential Skills:**

- Information Handling
- Communication
- Problem-solving
- Physical

#### **Out of Class Expectations and Commitments**

Homework, when issued, must be completed prior to the next lesson.

#### **Where Does It Lead?**

To Level 1 Achievement Standards and one Unit Standard in Year 11. A Year 12 and a Year 13 course involving Unit Standards in the Tourism and Hospitality industry are also offered.

#### **For Further Information See:**

Mrs L Taylor or Mrs H Taylor  
(Email: [ltaylor@dunstan.school.nz](mailto:ltaylor@dunstan.school.nz) /  
[htaylor@dunstan.school.nz](mailto:htaylor@dunstan.school.nz))

### GRAPHICS AND DESIGN

#### Year 10

#### **CURRICULUM LEVEL: 4 and 5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** \$8.50

**Entry Requirements:** None

#### **Course Outline:**

Graphics is a tangible dimension of general literacy in that students are able to create graphic images to communicate complex ideas. Students develop their ability to visualise ideas and transfer them into physical form for others to

conceive. To enable this to happen a wide range of drawing styles are taught.

The programme will include:

- Freehand sketching
- Design process and presentation
- Orthographic projection
- Isometric drawing
- Plane geometry
- Surface Developments
- Oblique views
- Perspective images
- Computer generated images

#### **Focus Essential Skills:**

- Communication
- Problem Solving
- Physical

#### **Assessment Outline:**

Graphics will be assessed against specified Achievement Objectives and existing Graphic aspects.

#### **Where Does It Lead?**

In Years 11, 12 and 13 Graphics becomes a year long course where students complete a full programme of NCEA Achievement Standards. This programme will enhance every student's ability to communicate clearly. For many it will lead to tertiary training and a career in one of the broad fields of Design within our increasingly technological world.

#### **For Further Information See:**

Amy Williams  
(Email: [amy.williams@dunstan.school.nz](mailto:amy.williams@dunstan.school.nz))

### INFORMATION & COMMUNICATION TECHNOLOGY

#### Year 10

#### **CURRICULUM LEVEL 4 and 5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** None

**Entry Requirements:**

No previous experience needed

#### **Course Outline:**

The course focuses on teaching a wide variety of skills, which include design, language development, production work, including movie making, music creation and web development. It encourages students to think independently and make meaningful decisions with regard to presentation and design. It provides students with a life skill which can be used across all fields of study and/or work to communicate information accurately and clearly.

**Assessment Outline:**

ICT will be assessed against specified Achievement Objectives and existing ICT aspects. Students will produce the following for assessment:

- Movie Making (iMovie)
- Musical Composition (GarageBand)
- PodCasting (Combination)

**Out of Class Expectations and Commitments**

One hour of homework each week.

**Where Does it Lead:**

Year 11 through to Year 13. It provides a grounding for essential computer skills which is in demand outside school.

**For Further Information See:**

Mrs Boyte (Email: [fboyte@dunstan.school.nz](mailto:fboyte@dunstan.school.nz))

Standards. All of the credits students gain at senior level count towards their school NCEA requirements. Some students will be stimulated to pursue further training at Uni or Polytechnics while for others it will become part of their tertiary qualifications when they follow into an associated vocation.

**For Further Information See:**

Mr Adamson

(Email: [jadamson@dunstan.school.nz](mailto:jadamson@dunstan.school.nz))

## STRUCTURAL TECHNOLOGY

**Year 10****CURRICULUM LEVEL 4/5**

**Course Length:** 1 semester (2 terms)

**Special Costs:** \$45.00 (Individual design solutions may increase material costs)

**Entry Requirements:** None

**Course Outline:**

This course expands on the aspects of Materials Technology and Production and process Technology. Students will identify personal design problems, investigate, plan and record the most effective solutions and manufacture the final product.

The course is designed to encourage student's natural creative talents, while giving a solid background of practical skills and safe working practices.

**Assessment Outline:**

- Technology will be assessed against the three strands:
- Technological Practice
- Technological Knowledge
- and Nature and Technology at Levels 4/5

**Out of Class Expectations and Commitments:**

Project planning is each individual's responsibility; if materials or processes are beyond the 'usual scope' of the classroom then the student must take control of the organisation.

**Where Does It Lead?**

In Years 11 and Year 12 students complete a range of NCEA Achievement Standards plus Industry Unit

## LANGUAGES

### FRENCH

#### Year 10

#### CURRICULUM LEVEL 3 and 4

**Course Length:** One Year

**Special Costs:** 1 Clear File, 2B8 Exercise Book

French to Go workbook \$10

Subscription to Language Perfect \$15

\$32 for transport to Dunedin for the Alliance Francaise Oral Competition (optional)

\$4 for French Lunch.

**Entry Requirements:** Year 9 French or any equivalent.

#### Course Outline:

Students will learn to communicate about daily routines, plans for the future, qualities and quantities, where things are and how you get there. They will also be able to describe people and places. Topics covered include family and friends, home and school, leisure time and shopping, meals, and places in town. Students will be expected to participate fully in listening, speaking, reading and writing activities.

#### Assessment Outline:

At the end of each unit students work in pairs to create and record a conversation in French. They will also prepare a description, which may be written, spoken or presented as a video-clip or Powerpoint. Listening and reading skills will be assessed once per term.

#### Out of Class Expectations and Commitments

Students will be expected to do homework each day. This may take 10 to 20 minutes depending on the task set. Homework will be a mix of language exercises, vocabulary learning and personalised writing.

#### Where Does It Lead?

The Year 10 course leads on to the Year 11 course, level one in the National Certificate of Educational Achievement.

#### For Further Information See:

Mrs Morris (Email: [vmorris@dunstan.school.nz](mailto:vmorris@dunstan.school.nz))

### MAORI

#### Year 10

#### CURRICULUM LEVEL 3 and 4

**Course Length:** One Year

**Special Costs:** \$80 for Marae Visit

\$20.00 for Attendance at Manu Korero Speech Competitions, 1B5 Exercise Book

#### Entry Requirements:

None, but Year 9 Maori is an advantage.

#### Course Outline:

**The objectives of the course are to:**

1. Develop students ability to communicate in Maori.
2. Increase awareness and understanding of Tikanga Maori.

#### Content:

Oral Maori                      Reading Activities  
Written Maori                 Listening Activities

#### Assessment Outline:

- Unit Tests
- Two Oral Tests
- Two Written Tests
- Vocab Tests
- Two Reading Tests
- Two Listening Tests

#### Out of Class Expectations and Commitments:

10-20 minutes of self-directed learning each night. There will need to be an emphasis placed on learning new words and revising new sentence structures.

#### Where Does It Lead?

NCEA Maori - Level 1

#### For Further Information See:

Whaea Tui (Email: [maori@dunstan.school.nz](mailto:maori@dunstan.school.nz))

# COURSE RELATED COSTS

**Please use Course Choice Form to add up costs of courses**

**NB: (Estimated Year 2011 Costs –subject to change)**

**\*\*\* Optional**

SUBJECT	LEVEL				
Department	Year 9	Year 10	Year 11	Year 12	Year 13
<b>ART</b>					
Class Materials	15.00	30.00	79.00	90.00	235.00
Photography				160.00	110.00
Painting					
*** Field Trips			22.00		
<b>ART HISTORY</b>					
Class Materials					35.00
***Field Trips					30.00
<b>BUSINESS STUDIES</b>					
Business Studies			25.00		
(Work books/Field Trips)			30.00	40.00	20.00
Accounting (Work books)					25.00
Economics (Work books)					
<b>DRAMATIC ARTS</b>					
Class Materials	5.00	10.00	25.00	25.00	25.00
*** Field Trips (Optional)			80.00	80.00	80.00
<b>ENGLISH</b>					
***Trips - e.g.(Romeo & Juliet)			25.00	30.00	30.00
<b>FRENCH</b>					
Subscription to Word Perfect		10.00	10.00	10.00	10.00
AME Level 1 French Work book			16.00	16.00	
Collins French Dictionary				20.00	
Work book		10.00			
Food Costs	4.00	4.00	4.00	4.00	4.00
Copied Materials	7.00			8.00	10.00
<b>HEALTH &amp; PHYSICAL EDUCATION</b>					
Aquatics	10.00	10.00			
Dance module	4.00	4.00			
Dunedin Trip, Golf, Tennis Fees				40.00	
Gym Fees			25.00		
Ice Skating		12.50			
PE & OE					350.00
(includes cross-country skiing practicals)					

SUBJECT	LEVEL				
Department	Year 9	Year 10	Year 11	Year 12	Year 13
<b><u>MAORI</u></b> Manu Korero Speech Competitions ***Marae Visit		20.00 80.00	20.00 100.00	20.00 100.00	20.00 100.00
<b><u>MATHEMATICS</u></b> Junior Maths 1 and 2 Mathematics 1 Mathematics 2 Mathematics 3 Calculus Modelling and Statistics Graphics Calculator (refer to Courses)	11.00	11.00	10.00     120.00	16.00     120.00	5.00 120.00
<b><u>MUSIC – SOUND ARTS</u></b> Music scores	10.00	15.00	20.00	20.00	20.00
<b><u>OUTDOOR EDUCATION</u></b> OE Practicals: (tramping, ski-trips, camps) Yr 11 & Yr 12 Yr 13 Adventure Based Learning Yr 10 Camps (Mt Aspiring)			350.00	350.00	180.00
<b><u>SCIENCE</u></b> Physics Chemistry(Practical Manual) Chemistry (Work Book) Biology (Course Manual) Biology (Work Book) Biology (Field Trip) Science 1 (Work Book) Science 2 (Work Book)				30.00 23.00 20.00 100.00	25.00 30.00 20.00 22.00
<b><u>SOCIAL SCIENCES</u></b> Social Studies – Current Events - Quiz Competition History - Field Trip *** History – Revision Aids Geography - Field Trips (Vineyard, Macraes Mine) Fieldwork Geography – Field Trips (Y13, QTown and Fox Glacier) Fieldwork *** Geography – Quiz	5.00 10.00	5.00 10.00	20.00 12.00 60.00  20.00	40.00 80.00	90.00 15.00   307.00
<b><u>TECHNOLOGY</u></b> Design Technology Food and Nutrition ICT Graphics (Year 9) Graphics & Design Money Matters Structural Technology	73.50	45.00 60.00	100.00 80.00 12.00 80.00 20.00	100.00 12.00 20.00	100.00 12.00 40.00
<b><u>TOURISM</u></b> Hospitality & Tourism (work books & food costs) Tourism & Travel Field Trips (& work books)				160.00 100.00	100.00 100.00

SUBJECT Department	LEVEL				
	Year 9	Year 10	Year 11	Year 12	Year 13
<b>TRANSITION</b> Early Childhood Education Independent Living - Field Trip Rural Pathways – Field Trip			10.00	80.00 10.00	80.00 10.00

<b>WORK DAY</b>	15.00	20.00	25.00	30.00	35.00
<b>ARTS / CULTURAL LEVY</b>	10.00	10.00	10.00	10.00	10.00
<b>***YEAR 12 LEADERSHIP CAMP</b>				Approx 155.00	

**NB** \*\*\* These are extra-curriculum options - not compulsory

GENERAL	Junior	Senior
<b>SPORTS</b>		
<u>Basketball (subs)</u>		
Senior Boys		85.00
Senior Girls & Social Juniors	30.00	75.00
<u>Cricket</u>	40.00	TBA
<u>Hockey</u>	130.00	130.00
<u>Netball</u>	65.00	65.00
<u>Rugby – 1<sup>st</sup> XV</u>		200.00
Other Boys	120.00	120.00
Girls	70.00	70.00
<u>Softball – Boys</u>	50.00	50.00
Softball – Girls	40.00	40.00

- These are indicative costs for 2010 only depending on the team and the structure of the competition - total costs could vary!
- Parents will be informed on the total costs at the beginning of each season.

**External Exam Fees (NCEA, Pitmans and Practical Certificates) are not included**

Sports and Activities Donation					
1 Student	70.00	2 Students	135.00	Family	160.00