



Gore High School

No Reward Without Effort

2021 COURSE BOOKLET

YEAR 10



YEAR 10 – HOW TO CHOOSE YOUR SUBJECTS

'Times have changed! Employment options are different'

To be more professional in industry, employers, businesses and organisations now invest in skill training. Completion of four or five years of secondary school is NOW A REQUIREMENT for positions in the workforce. Students need to know that learning does not stop when they leave school as the expectations of today's job market involves continued learning and upskilling.

'We spend a long time working!'

It is extremely important that students consider their career goals when choosing their subjects for next year. Teacher training, University study and Polytechnic courses all have entry requirements. Students need to know these requirements before they select their subjects.

Ability + interest + career requirement = subject choice

This means research your career choice to find out what subjects and grade levels are required to be studied at school. There is nothing worse than finding out in Year 13 that you cannot pursue your career pathway because you didn't take the right subjects earlier.

At Year 11, students must take the core subjects, English and Mathematics, as many careers require these subjects to be studied at this level. Science is strongly recommended. Otherwise, take a broad range of subjects.

Alternative options for individual courses may be available in the senior school e.g. English (11ENG2), Mathematics (11MAS) and Alternative Science 11(SCI2). Credits gained from these courses are frequently required for Polytechnic entry. These courses may include both Unit and Achievement Standards.

If you are not sure what subjects are required, please make sure you seek careers advice from Career Pathways. Information is available in Career Pathways on career databases such as www.careers.govt.nz. There you will find every imaginable career training course in New Zealand plus access to information on 700 jobs. The Careers Advisers at the school are happy to give advice to any student and their parents. Seek this information and look ahead.

Please note: The choices available in this course booklet may be subject to change due to timetable constraints.

YEAR 10 CORE SUBJECTS

ENGLISH – 10ENG

Course Outline: Through the study of English in Year 10, students will have the opportunity to develop their skills in writing, reading, visual language, speaking and listening.

Writing:

Students will have the opportunity to write regularly, both in response to texts and to express their own ideas.

Reading:

Students will have the opportunity to read texts for enjoyment and information, and to explore how writers use language for specific purposes.

Visual Language:

Students will have the opportunity to engage with and respond to both static and moving visual texts.

Listening and Speaking:

Students will have the opportunity to develop their listening and speaking skills in a range of situations. These skills are taught through the study of a range of texts including poetry, short stories, novels, non-fiction and film studies.

Assessment: Year 10 students will be assessed in a number of ways throughout the year:

- Beginning and end of year testing of reading comprehension, punctuation and grammar
- Internal assessment of writing in various text types, close viewing of a film, visual presentation, and oral presentation
- End-of-year examination

Where does it lead? NCEA Level 1 English

HEALTH AND PHYSICAL EDUCATION – 10HPE

Course Outline: Covers material based on Levels 3 – 5 of the Health and Physical Education curriculum. Topics covered are taken from the four strands: Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People, and Health Communities and Environments.

Health:

In Health students will develop their understanding of the factors that influence the health of individuals, groups, and society. Students explore a variety of topics including: Healthy Relationships, The Body and Exercise, Decision Making, Sexuality, Interpersonal Skills, and Safety in the Outdoors.

Physical Education:

In Physical Education the focus is on movement and its contribution to the development of individuals and communities. In Year 10 there is focus on developing young leaders that can take responsibility for themselves and others. The students will take part in several activities; these activities include: Fitness, Athletics, Badminton, Volleyball, Table Tennis, Invasion games, Touch and Softball.

Assessment: Students are assessed using National Achievement Objectives throughout the year; these are designed to show the student's ability across several areas. In Year 10, students move from Level 5 to 6 objectives over the year.

Credits: 10HPE offers one Level 1 Physical Education Achievement Standard worth 4 credits.

Where does it lead? NCEA Level 1 PE (11PED) in consultation with the Head of Department.

MATHEMATICS – 10MAT

Course Outline: Covers material based on Levels 3, 4, 5 and 6 of the Mathematics Curriculum but is chiefly centered on Level 5. Topics covered are taken from the three strands: Number and Algebra, Geometry and Measurement, and Statistics. There is also room for extension activities.

Devices: It is expected that all students will have devices for classwork, extension work, and homework. Each student will require access to the internet at home in order to complete homework.

Calculators: Students are encouraged to obtain and use a scientific calculator, but not a graphical calculator, as it is assumed that all students attend school with their own device. A Casio Scientific Calculator FX82 or FX85 is recommended.

Assessment:

- (a) Throughout the year: Assessments covering achievement objectives within assignments and common tests.
- (b) Mid-year report: Grades will be given as indicators of performance in the separate curriculum strands.
- (c) End of year report: Based on performance in the exam and common assessments.

Where does it lead? NCEA Level 1 Mathematics (11MAT or 11MAS) in consultation with the Head of Department.

SCIENCE – 10SCI

Course Outline:

The Junior Science course is based around the Nature of Science and Science Capabilities. By focusing on real-world issues, it covers aspects of the living, material, and physical science content.

The focus for both Year 9 and 10 is:

1. Gather and interpret data
2. Using evidence
3. Critique evidence
4. Interpret representations
5. Engage with Science

Students will carry out practical science activities and link them to their real-world applications. The focus for Year 10 is our waterways, working with electricity, body processes, and using fuels. By focusing on the 5 capabilities, students will learn how to think, work, and investigate like scientists while learning about the world around them.

Assessment: A range of methods are used to assess students' achievement. These include tests, project work, practical work, research skills, and an examination at the end of the year.

Where does it lead? Science at Year 11, whilst also giving students a grounding in scientific thinking in order that they can read, understand, and act on issues in the world around them.

SOCIAL STUDIES – 10SOS

Course Outline: The Year 10 Social Studies programme follows on from Year 9, with students working primarily at Level 5 of the New Zealand Social Studies Curriculum. The main aim of Social Studies at Year 10 is to equip students with skills, ideas, and knowledge, which will lead on to History, Geography, Tourism, and Economics in the senior school.

The main topics covered at Year 10 include: Human Rights, Migration and Refugees, Mapping Skills, and the Economic World.

Assessment: Assessment will be by a variety of methods and contexts, e.g. individual and group research, assignments, group activities, tests, achievement-based assessment, and an end of year examination.

Where does it lead? Geography, History, and Economics in Years 11-13, as well as Tourism in Years 12 and 13. Skills learned can be applied to all subject areas.

YEAR 10 OPTIONAL (Electives) MODULES

Please note: The choices available in this Course Booklet are subject to change due to possible timetable constraints.

AGRICULTURE – 10AGR

Course Outline: A closer study is made of the main types of farms and farm activities. The emphasis is on traditional livestock farming and factors, which contribute to healthy and profitable plant and animal production. Practical work is undertaken in the school's tunnel-house and garden. This course is a good introduction for Year 11 Agriculture.

Topics covered are: an introduction to New Zealand agriculture, sheep and dairy management, animal health, animal breeding, soils, pasture production, crop production, and farm safety.

Assessment: Tests, project work, and an examination at the end of the year.

Where does it lead? NCEA Level 1 Agriculture

DRAMA – 10DRA

Course Outline: Students will practice dramatic forms as they work with the elements of role, time and space, action, tension and focus. They will develop skills in using the techniques of voice, body, movement, and space.

Students will have the opportunity to investigate and perform a variety of theatre forms during this course. We will focus on devising, improvisation, film creation and script work. Students will incorporate and develop their use of drama techniques, elements and conventions. The Year 10 Drama course allows students to gather a clear understanding of the work covered in NCEA Drama during their senior years.

Assessment:

Students will be assessed on the following four achievement objectives:

- Understanding Drama in context
- Developing practical knowledge in Drama
- Developing ideas in Drama
- Communicating and interpreting in Drama

Where does it lead? NCEA Level 1 Drama and confidence towards a career in Performing Arts, Film Studies, Law, Media, and Teaching.

DIGITAL TECHNOLOGY – 10DTC

Course Outline: Year 10 Digital Technology builds further on students prior learning and improves their skills across many areas of design and producing digital outcomes. It also prepares students for senior Digital Technology (if they are to continue with the subject). The course involves using Apps such as Photoshop as a design tool to produce digital media outcomes, designing websites and coding them using HTML and CSS, getting started with animation theory and practice, and learning the processes needed to create and code using "Scratch" and "FuzeBasic". As well students will expand their knowledge of how the computer functions, file types, and file organization. The course will continue the student's path towards becoming competent and creative in the Digital Technology field.

Assessment: This is in line with all areas of the Technology Curriculum and specific to Digital Technology. Computational thinking and designing assessment will be based on the student's ability to plan and produce quality, fit-for-purpose digital solutions.

Where does it lead? It may continue into NCEA levels 1-3 Digital Technology but more importantly, to quote Chris Hipkins (2018) "The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce."

D.V.C (nee GRAPHICS 3-D) – 10DVC

Course Outline: Year 10 Design and Visual Communication builds on information gained from the Year 9 course and uses the personalised learning method by encouraging students to create solutions which have meaning for them. The course will introduce a wide range of drawing methods, including: sketching, rendering, modelling, draughting skills, and some computer software applications. Students will develop these skills further by applying them to design problems that will be structured around the following three sections: Architectural and Environmental (Spatial) Design, Technological and Engineering (Product) Design, and one Media Design project. The design process will be used to enhance creativity and problem-solving techniques, in conjunction with core drawing techniques which may be transferred into other subjects throughout the school. This subject supports learning in other technology-based courses and a Level One NCEA Achievement Standard may be offered. We fully utilise 365 SharePoint to provide the learning resources online and the use of digital devices is encouraged.

Assessment: All work is internally assessed using achievement-based assessment.

Where does it lead? NCEA Levels 1, 2 and 3. University and Polytechnic courses are available for further study, i.e. Architecture, Surveying, Product Design, Graphics Media Design, Landscape Architect, Construction fields, Engineering, Interior Design, and a range of trades, etc.

MUSIC – 10MUS

Course Outline: Year 10 builds on concepts taught in Year 9 Music and Music Appreciation. Students will have the opportunity to pursue their chosen instrument/s for the year whilst working on their solo and group musician skills. Students will learn how to compose their own songs and will have many performance opportunities. The history of New Zealand music will be covered, and students will learn about music in film. Musical theory will be taught through song analysis and fun group activities.

Assessment: In line with the Music curriculum criteria using achievement-based assessment.

Where does it lead? NCEA Levels 1, 2 and 3 Music. This subject can lead to careers and further training in the associated industry – teacher, performer, arranger, and sound engineer.

TECHNOLOGY FABRIC – 10TEF

Course Outline: Technology Fabric builds on the basic understanding of knowledge and skills gained at Year 9, but it caters for all students, regardless of ability or previous experience, who are interested in this area.

There is a focus on the Technology Knowledge and Skills component of the curriculum where students develop these practical skills through the designing and construction of a product. Through the design process students will produce a portfolio which will include the requirements for the Achievement Standard, Development of a Brief, worth 4 Level 1 credits. Emphasis is given to creativity and individuality as well as accuracy of techniques and processes. This will support gaining of the required knowledge to prepare students for study at the senior level in NCEA Technology Soft Materials, Levels 1-3.

Students are encouraged and will be given the opportunity to experiment with materials other than fabric to complete practical work, giving them a solid base that will enhance future learning in this subject. Students will have the opportunity to submit their completed outcomes into the HETTANZ Secondary School Make and Model competition at the end of the year.

Assessment: In line with Technology Curriculum criteria using achievement-based assessment.

Where does it lead? NCEA Levels 1, 2 and 3 Technology Soft Materials courses. Fashion Industry, Polytechnic and University Design Courses.

TECHNOLOGY FOOD – 10FTE

Course Outline: This course builds on the basic understanding of Food and Nutrition knowledge and skills gained at Year 9. However, it caters for all students, regardless of ability and experience, who have an interest in this area.

Students are encouraged to experiment and develop their own ideas in regard to recipe development. This programme, which incorporates both written and practical experiences and outcomes, has been developed around the focus of 'Affordable Healthy Food'. This is an area that is important, not only to student learning, but also to personal life skills, both now and in the future. The skills, knowledge, and understanding gained at this level lay a solid foundation for further study in this curriculum learning area.

The students will have an opportunity to gain 5 Hospitality Unit Standard credits by completing an introductory industry-based unit around basic cookery terms and knowledge that will benefit their learning at further levels in this subject.

All students will be expected to make and taste all practical food outcomes, taking into account any individual specific dietary requirements.

Assessment: In line with Health and PE Curriculum criteria using achievement-based assessment.

Where does it lead? NCEA Levels 1 and 2 Food and Nutrition. Hospitality and Service Industry (HSI) at Year 12 and 13. Career opportunities to various professions e.g. Chef, Lab Technician, Dietician, Hotel and Hospitality Industry, Catering, Nanny.

TECHNOLOGY METAL – 10TEM

Course Outline: This course is aimed at problem solving and creating functional practical projects. Students will develop a wide range of skills to give them a good skill base for preparation towards the senior levels of this subject. A variety of materials like wood and perspex may be used in projects, with the main material being metal. A design and make approach is the foundation for this course along with a focus on skill development. Students will complete planning for practice and brief development work, which supports further Technological study in following years

Assessment: In line with the Technology Curriculum using achievement-based assessment.

Where does it lead? NCEA Levels 1, 2 and 3 Technology courses, the Construction or Engineering industry, for example, plumbing, welding, fitting and turning, diesel mechanic, motorcycle mechanic and Polytechnic and University Technology/Design courses.

TECHNOLOGY WOOD – 10TEW

Course Outline: This course is aimed at problem solving and creating functional practical solutions. There is a focus on Technology Literacy, including planning for practice and brief development work, which supports further Technological study in following years students will develop a wide range of skills to give them a good skill base for the senior levels. A mixture of materials such as natural timber, manufactured boards, metal and perspex may be used, with the main material being wood. The students will usually complete three design and make projects that give them the opportunity to discover different joining methods and characteristics of the materials they are using. The design and make approach is the foundation for this course and sets the standard for NCEA Level 1 and above.

Assessment: In line with the Technology Curriculum using achievement-based assessment.

Where does it lead? NCEA Levels 1, 2 and 3 Technology courses, the Construction or Engineering industry or Polytechnic and University Technology/Design courses.

TE REO MAORI – 10MAO

Course Outline: Students will further develop their knowledge and understanding of concepts of Te Reo Māori and Māori Tikanga (protocol and culture). Students will be able to cope with a variety of routine situations when talking to speakers of Te Reo Maori, by using and responding to Te Reo likely to occur in familiar Maori settings.

Assessment: Whakarongo – *Listening*, Pānui – *Reading*, Kōrero – *Speaking*, Tuhituhi – *Writing*. Students are assessed in all four areas of learning, end of unit tests (written and oral), individual tasks, small and large group activities, and oral presentations.

Where does it lead? Year 11 Te Reo Māori. Career opportunities in Media, Interpreting, Journalism, Teaching, Tourism in New Zealand, and Politics.

VISUAL ARTS – 10ART

Course Outline: Students will follow the Arts Curriculum. They will explore elements and principles of the Visual Arts using a variety of techniques, tools, materials, processes, and procedures. Students will use imagination, observation, and will experiment with a range of media. The course is designed to develop skills and techniques in preparation for NCEA Level 1. The course is experimental in its approach and the students are encouraged and supported in learning new techniques and Art processes. The final two projects will enable students to develop skills and credits towards NCEA Level 1.

Assessment: Each unit will be assessed using either the NZ National Curriculum or NCEA criteria.

Where does it lead? NCEA Level 1 Art.

SCHOOL FEES GUIDELINES

To give you a guideline as to what you can expect to pay for your child's fees each year, the following are the current costs we apply to student accounts each year:

- PTA Family Donation - \$10.00 – charged on the account of the oldest child in the family
- School Donation \$120 per student

The above charge is not compulsory and is a donation. However, these donations provide some essential extras for students.

The following is charged to every student yearly.

- End of Year Magazine - \$25.00

Fees are then charged on an individual basis, and according to subjects/and or options taken by each individual student. Such costs are outlined at the back of the Course Booklet for each year level and are all donations to offset the costs of each particular subject.

Any other costs involving your child, e.g. itinerant music, Duke of Edinburgh, sports subs, bus costs for sports trips or any other such extra-curricular activities will be charged as they arise during the year and are required to be paid in order for the student to partake.

We encourage regular part-payments for anyone who is unable to or does not wish to meet the full cost of student fees in one payment. Please contact our Accounts Administrator for information on setting up automatic payments.

YEAR 10 - SCHEDULE OF COSTS

SUBJECT	COURSE LENGTH	COST	ITEM
English	One year	Nil	
Health and Physical Education	One year	Nil	
Mathematics	One year	Nil	
Science	One year	\$15.00	Donation towards cost of field trips
Social Studies	One year	Nil	
Agriculture	One year	\$30.00	Donation towards cost of field trips
Drama	One year	Nil	
D.V.C. (Graphics 3-D)	One year	Nil	
Music	One year	Nil \$35 (Itinerant lessons)	\$35.00 Itinerant lessons (unless you have an outside tutor)
Technology Fabric	One year	\$20.00	Donation towards cost of materials
Technology Food	One year	\$80.00	Donation towards cost of materials
Technology Metal	One year	\$90.00	Donation towards cost of materials
Technology Wood	One year	\$85.00	Donation towards cost of materials
Te Reo Maori	One year	\$10.00	Donation towards cost of materials
Visual Arts	One year	\$35.00	Donation towards cost of materials
Glendhu Bay		\$250.00 approximately	Donation towards Camp costs (accommodation, food, transport etc.)

21st Century Learning @ Gore High School leads to:

THE TOP SEVEN



COMMUNICATION

Learning in class leads to:
Skilled Communication

- Using a variety of ways to communicate an idea
- Being able to use evidence to back up your ideas
- Being aware of your audience in how you communicate



RESILIENCE

Learning in class leads to:

- Adapting
- Completing activities
- Developing creative ways of thinking

POSITIVE ATTITUDE

Learning in class leads to:

- Persistence
- Enthusiasm
- Motivation
- Full participation
- Giving it your all

THINKING SKILLS

Learning in class leads to:
Solving Real World Problems and Innovation

- Solving problems
- Finding solutions to real issues
- Using Initiative and being innovative
- Being creative

75% OF JOB/CAREER SUCCESS IS BASED ON THESE SKILLS

WILLINGNESS TO LEARN

Learning in class leads to:
Knowledge Construction

- Learning new things: skills or knowledge
- Searching for and using information
- Applying knowledge in a new context

EMPLOYABILITY SKILLS

HAVE YOU GOT WHAT IT TAKES?

TEAMWORK

Learning in class leads to:
Collaboration

- Able to work with others
- Share responsibility
- Make decisions together
- Contribute equally
- Achieve a common goal
- Depend on each other

SELF-MANAGEMENT

Learning in class leads to:
Self-Regulation

- Working on long term projects
- Being organised: Planning your time and resources
- Working towards a specific goal
- Improving your work based on feedback