

BAY OF ISLANDS COLLEGE



**Vision - "Kokiri Ngatahi" – "Moving Forward Together"-
Achieving Successful Education Aspirations**

Kaupapa Whakanui (Project Respect): Attendance + Effort = Achievement

CURRICULUM GUIDE

YEAR 10

2017

Over the year and across all subjects we will focus on the 5 Key Competencies, helping students to learn:

Thinking	To be competent thinkers and problems-solvers who actively seek, use and create knowledge
Using language, symbols and texts	To be competent users of language, symbols, and texts who can interpret and use words, images, metaphor, and technologies in a range of contexts.
Managing Self	To manage themselves and be enterprising, resourceful, reliable, and resilient. To establish personal goals, make plans, manage projects, and set high standards
Relating to others	To relate well to others, to be open to new learning and to be able to take different roles in different situations
Participating and contributing	To participate and contribute in communities, to have a sense of belonging and the confidence to participate within new contexts

National Curriculum

Students must take courses in

- English, Mathematics, Science, Social Sciences and PE/Health.
- Students can also cover other courses in Learning Languages, Technology and the Arts through their option choices.
- Students may choose to learn their core curriculum through the medium of either English or Te Reo.

Options

Students will choose four options which will lead to Year 11 options and classes beyond. Each option will be ½ year for three lessons (3 hours) per week.

OR

1 Major subject – taken for a full year

Digital Devices

Students are encouraged to bring their digital devices to undertake school work in class. It is highly recommended students hire a locker to keep their device safe. The Dean will advise you of the details regarding security, if you have opted to bring a digital device.

Homework

Homework is an integral part of preparing students for the future. Without regular homework, students will find it harder to achieve success at a national level. Bay of Islands College aims to develop sound work ethics and increased student productivity through regular homework.

The purpose of homework is to:

1. Reinforce what is taught in the classroom
2. Complete unfinished work
3. Prepare or research information for upcoming units
4. Review what is taught in the classroom
5. Encourage independent learning

Year 10 students can be expected to spend a minimum of 1 1/2 hours per night on homework.

BAY OF ISLANDS COLLEGE SUBJECT PATHS 2017 (to be confirmed)

Year 9		Year 10		Year 11		Year 12		Year 13
Form Class		Form Class		Form Class		Form Class		Form Class
English	Maori Medium	English	Maori Medium	English	Maori Medium	English	Maori Medium	English
Mathematics	Maori Medium	Mathematics	Maori Medium	Mathematics – Full Course	Maori Medium	Mathematics	Maori Medium	Mathematics
Science	Maori Medium	Science	Maori Medium	Science – Full Course		Biology Chemistry Physics		Biology Chemistry Physics
Social Science	Maori Medium	Social Science	Maori Medium	Geography History		Geography History		Geography History
Physical Education/ Health	Maori Medium	Physical Education/ Health	Maori Medium	Physical Education		Physical Education		Physical Education
Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori
Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art–more specific disciplines Dance and Drama Music
Technology Wood Food Textiles Digital (Computers)		Wood Technology Fabric /Textiles Technology Food Technology Digital Technology Design & Visual Communications Wood Technology Metal Technology		Digital Technology Metal Technology - Engineering Wood Technology - Materials Fabric / Textiles Technology Food Technology Design & Visual Communications Industry Studies Gateway		Digital Technology Food Technology Metal Technology - Engineering Wood Technology - Materials Textiles Technology (Project Day) Forestry Industry Studies Gateway		Digital Technology Textiles Technology Industry Studies Gateway
Every student rotates through all of these subjects for 10 lessons		These are option subjects. Students choose 2 in each ½ of the school year (4 in total)						

CORE

SUBJECTS

Students will take each of the following core subjects leading to Year 10 and beyond.

Year 10: (curriculum level 5)		Course: English		Head of Faculty : Shelley Morgan	
<i>Ko te reo tuakiri. Ko te reo toku ahurei. Ko te reo te aro. Language is my identity. Language is my uniqueness. Language is my life.</i>					
Written, oral and visual language enables us to make sense of our world. The Year 9 English course is the beginning of each student's journey towards successfully completing NCEA Level 1 English. To be successful in this course students need to have an attendance rate of no less than 90%. This Year 10 English course offers you the opportunity to explore and enjoy a range of language and literature from New Zealand and around the world. Throughout the year you will study a range of written, visual and oral texts. You will develop your skills in crafting formal and creative writing and learn how to both write and deliver a speech. You will work hard to advance your skills in reading, writing, speaking, listening, viewing and presenting. The course is geared around ensuring you have the skills required of you to be successful in Level 1 English.					
NCEA Level 1 Assessment this unit of work builds towards	Unit of Work	Curriculum Level	Method of Assessment	Approximate Date	
AS90854	Independent Reading Responses	5	A minimum of six reading responses are submitted by the end of Term 3. Final six submitted must include two extended texts.	Yearlong assessment – completed both in-class and as homework.	
N/A	Introductory Unit	5	Portfolio - A collection of tasks completed both in class and as homework	Term 1	
900053	Information Literacy Skills	5	Research Report with source collection and evaluation booklet	Term 1	
AS90853	Formal Writing	5	Formal Writing/Portfolio	Term 1	
AS90854/ AS90852	Literature Study – Written Text	5	In-class short answer test	Term 2	
AS90053	Creative Writing	5	Creative Writing/Portfolio	Term 2	
AS90856	Visual Text Study	5	Level 1 Close-Viewing Assessment, AS90856 (3 Level English/Literacy Credits). In-class Scene Analysis Assessment	Term 3	
AS90857	Oral Presentation	5	Formal Speech/Oral Presentation presented in-class	Term 3	
Level 1 Drama AS90857	Script Writing /Performance	5	In-class Group or Individual Presentation	Term 4	
	E-asTTle Testing	5	E-asTTle Reading Test	Term 1 and Term 4	

Year 10: (curriculum level 5)**Course: Mathematics****Teacher in Charge: Mr D Markin**

The programme will be the second year of student's participation in a course following the NZ Curriculum with a teaching programme based on the Secondary Numeracy Project (SNP). Students will develop from the standard achieved in year 0 towards being ready to participate in year 11 where students need to communicate and work at level 6 of the NZ curriculum up. It is anticipated that students will be able to attempt work towards the 10 credits = Numeracy requirement for NCEA level 1. This will involve students completing classwork as normal and the specific assessment task preparation. The NZ Curriculum is delivered by an integrated program during year 9 and 10. Students will work in 1E5 quad exercise books. Only a few topics will involve the use of a scientific calculator, e.g. A Casio fx82, with a 2 line display, (a model with a fraction key is best) Year 11 students will also use this machine. Homework provides an opportunity to practice work done.

Assessment No.	Title	Method of assessment	Assessment Opportunities offered
1	Measurement	Portfolio	2
2	Percentage	Portfolio	2
3	Pythagoras	Portfolio	2
4	Ratio and Proportion	Portfolio	2
5	Statistics	Portfolio	2
6	Transformations	Portfolio	2
7	Trigonometry	Portfolio	2
8	Year 10 asTTle Mathematics	Test	1

Year 10: Course: Health and Physical Education Head of Faculty: Mrs R Hills

- a) This course consolidates the good habits developed over the Year 9 course. Pupils continue to develop physical skills from where they achieved by the end of the topic the previous year. We also continue to emphasize the Key Competencies of TRUMP. More emphasis is placed on the individual's role within a group and we promote / teach co-operative skills:
- (a) how to support less able participants
 - (b) self-control when under stress
 - (c) Acknowledging role models etc.

Therefore lessons include modified games and problem solving situations. As pupils this age tend to want more control over their experiences, we give them "choices within boundaries". The **Health Units of Learning** will cover the following topics: Emotional / Mental Well-Being. The **PE Units of Learning** are as follows:

Assessment No.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	Athletics	3 Star Award Scheme	1	Term 1
2	Soccer	Diagnostic / Formative	1	Term 1
3	Netball / Ki -o- Rahi	Formative / Summative	1	Term 1
4	Basketball	Formative / Summative	1	Term 1
5	Fitness	Diagnostic / Summative	1	Term 2
6	Badminton	Summative	1	Term 2
7	Kayaking	Skills Checklist	1	Term 2
8	Aquatics	Gold, silver, bronze checklist / Formative	1	Term 3
9	Volleyball	Formative / Summative	1	Term 3
10	Softball	Formative	1	Term 4
11	Touch	Formative / Peer / Summative	1	Term 4
12	AFL	Nil	1	Term 4

There is a \$5 charge to cover cost of providing photocopied unit booklets

Year 10: Course: Science Head of Faculty: Mr K Prakash

The year 10 science course continues to develop student skills in safe and effective working practices in a school laboratory and investigative processes. The Key Competencies are utilised and developed through the medium of the National Curriculum, Science. This level 5 course is studied across two years.

Assessment No.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	Forces	Test	1	Varies
2	Acid and Bases	Test	1	Varies
3	Basic Chemistry	Test	1	Varies
4	Body Systems	Test	1	Varies
5	Geology	Project or Test	1	Varies
6	Science Fair	Project	1	Term 2
7	Year 10 Knowledge Test	Test	1	Term 1

Course Workbook: \$35, this includes a workbook with CD, photocopies notes and Science Fair

Year 10: Course: Social Science (including Careers (4 Terms) Head of Faculty: Mr A Leitch

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens.

Assmt. No	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	Human Rights test	Test	1	Term 1
2	Leadership and Government test	Test	1	Term 2
3	Future Planning test	Test	1	Term 3
4	Managing the Environment test	Test	1	Term 4
5	Viewpoints assessment	Assignment	1	Term 1
6	Decision-making assessment	Assignment	1	Term 2
7	Fact/fiction assessment	Assignment	1	Term 2
8	Paragraph writing assessment	Assignment	1	Term 3
9	Research assessment	Assignment	1	Term 3
10	Precise map assessment	Assignment	1	Term 4

OPTION

CHOICES

Students can choose to follow two option choices or one major (taken for the full year). Specialising in these options is designed to prepare students for possible study of these options in Year 11 (NCEA Level 1)

Year: 10		Course: Visual Art & Design			Head of Faculty: Mrs D Wallam-Duke	
<p>At Year 10 Visual Art is a selected option. Basic skills in visual art will have been taught in Year 9. This course is an extension of those in preparation for Year 11 and beyond. Objectives of this course are:- [1] Continued development of skills; [2] Establishing good work habits and practice; [3] Grounding the processes of art making through a range of media; and [4] Increasing the knowledge of artist models and Art terminology. The key skills of this course are:- [1] Drawing;[2] Painting; [3] 3D work; [4] Print making The cost of this course is \$10 for Visual Diary and Classroom resources</p>						
Assmt.No	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade/Result	Teacher signature
1	Developing Art Practice	practical	1		Achieved/Merit/ Excellence	
2	Pacific Art	practical	1		Achieved/Merit/ Excellence	
3	Canvas for Exhibition	practical	1		Achieved/Merit/ Excellence	
4	3D Sculpture	practical	1		Achieved/Merit/ Excellence	

Year: 10		Course: Dance & Drama			Teacher in Charge: Mrs M Wilson	
<p>Year 10 Drama extends student's understanding of drama techniques and conventions. They will further develop performance skills using a number of theatre forms such as mime and improvisation. Students explore social issues to gain a better understanding of themselves and the community they live in. Participating in this course will help to develop individual skills of creativity, leadership and communication.</p>						
Assmt. No	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade/Result	Teacher signature
1	Maori Myth	Performance	2	30 th March 2016	A/M/E/D	
2	Scripted work	Performance	2	11 May 2016	A/M/E/D	
3	Move it Move it	Performance	1	30 th June 2016	A/M/E/D	
4	Devising our shared stories	Performance	1	14 th Sept 2016	A/M/E/D	
5	Shakespeare Romeo and Juliet	Performance	1	2 nd Nov 2016	A/M/E/D	
<p>With only 3 hours a week with students, all year 10 drama units will not be taught. This is a suggested outline and may change due to time restriction.</p>						

Year: 10 Course: Music (Half Year Course)**Teacher in Charge: Mrs Rose Loveridge**

Music offers Students the opportunity to explore, imagine, create and gain confidence as they perform and master their own musical ideas.

Assessment No.	Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	Performance	Performance	1	End of Term 2
2	Composition	Audio Recording and Score	1	End of Term 1
3	Elements of Music	Written Assessment	1	Mid Term 2
4	Music Works	Research Assessment	1	Mid Term 2
5	Music Theory	Written Assessment	2	End of each Term
6	Aural	Aural Assessment	2	End of each Term

Year 10: Course: Fabric Technology (Textiles) Teacher in Charge: Mrs N Smyth

This course is based on skill development, design and production and will lead on to Level 1 NCEA Textiles Technology. Students will learn a range of techniques and processes to produce an environmentally friendly bag, a garment for the top half, a garment for the bottom half and a creative item using recycled materials. Students will learn how to measure, layout patterns, cut fabric and assemble pattern pieces. Students will demonstrate how to use a commercial pattern and apply some fabric decoration techniques. Predominantly practical classes of 60 minutes each day.

Costs for: \$25 for calico, interfacing, bobbins, needles, thread, and fabric paint etc + cost of fabric & notions for sewing projects, 1B8 exercise book. This course will run for 2 terms. Students may provide their own fabric for garments.

Assmt. No	Title	Method of assessment	Assessment Opportunities offered
1	Eco friendly bag, with a pocket, out of weed matting	Practical and Theory	1
2	Creative item using recycled materials with a zip. Pencil Case, Cosmetic Bag	Practical and Theory	1
3	Garment for the bottom half. Pants or skirt with elastic in the waist	Practical and Theory	1
4	Garment for the top half with a screen printed design on it. i.e. Hoodie	Practical and Theory	1

Year: 10 Course: Food Technology Head of Faculty: Mr C Serfontein

The course content for home economics will include some basic principles and practices such as kitchen and food safety, kitchen measurements, healthy food models and the food and nutrition guidelines integrated with 13 topical units of work. These thematic topics are; limited resources, media messages, low cost food, alternative cooking methods, nutrient needs, cultural foods, nutrients, food and health issues in our community. This is for 2 terms only.

Assmt.No	Title	Method of assessment	Assessment Opportunities offered	Approximate Date		
1	Safe Food Handling	Practical	4 - 2/term	Term 1		
2	Pasta Making	Practical	1	Term 1		
3	Practical Cookery	Practical	10	Term 1/2		
4	Nutrition	Assignment	1	Term 2		
5	Cultural Foods	Assignment/ Practical	1 / 1	Term 2		
6	Food on a Budget	Assignment	1	Term 2		
7	Food and Health Issues	Assignment	1	Term 2		

Year 10: Course: Digital Technology Teacher in Charge Mrs K Boyde-Preece

This is a 20 week course to prepare students for Level 1 next year following the three technology strands of Practice, Nature and Knowledge. As well as just learning skills such as programming, html, Photoshop and good business practice, 10 DTY ensures that students have the opportunity to research and explore how digital technology has changed the way we live today. Under the Technological practice strand, students start to build Generic Technology skills of Brief Development and Planning

Assessment No.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date		
1	Technological Practice Overall	Portfolio	3	End of Course		
2	Nature of Technology Overall	Portfolio	3	End of Course		
3	Technological Knowledge Word Processing	Portfolio	3	Term 1		
4	Technological Knowledge Excel	Portfolio	3	Term 2		
5	Technological Knowledge Programming	Portfolio	3	Term 3		
6	Technological Knowledge Photoshop	Portfolio	3	Term 4		

Year: 10**Course: Design & Visual Communication****Teacher in Charge: Mr A Daniels**

The Year 10 Design & Visual Communication (DVC) programme provides an opportunity for you to experience a number of the Level One DVC Achievement Standards and to address the requirements of the Nature of Technology strand of the National Curriculum in Technology. The standards shown below contribute towards the National Certificate of Educational Achievement (NCEA), when you produce your projects in Year 11. The first Design Brief will allow you to demonstrate your creativity, whilst teaching you the importance of showing progression with your design ideas and you will apply the Design Elements related to the Aesthetic and Function. The development of your ideas will provide you with the opportunity to learn the skills required to gain credits and grades using the Level One Achievement Standards. Design Brief two will be to be considered for entry at Level One a year early. Design Brief two will be your opportunity to demonstrate your skills and based upon the quality of your Design Folio may allow you to be considered for entry at Level One a year early. Design Brief three, will focus on the Nature of Technology strand of the curriculum and again involve the application of a number of DVC and Technology Achievement Standards. **No work is to be removed until cleared by staff.**

- **Design Brief # 1 - 3D Logo, based on your identity**
- **Design Brief # 2 - Graphics Award, your efforts to create a trophy for the top Graphics student**
- **Design Brief # 3 - The Tractor, applying solid geometry, 3D modelling and the Nature of Technology**

Students must complete all three projects, plus the CAD work.

No	Standard Number	Credits	Title	Method of assessment
1	AS91065	3	Produce instrumental paraline drawings to communication design ideas	External
2	AS91066	3	Use rendering techniques to communicate the form of design ideas	External
3	AS91064	3	Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas	External
4	AS91068	5	Undertake development of design ideas through graphics practice	Internal
5	AS91047	4	Demonstrate understanding of how technological modelling supports decision-making	External

How to succeed in Design & Visual Communication

1. Complete ALL classroom tasks
2. Demonstrate competency in the use of SPECIALIST equipment
3. Never abuse time in the COMPUTER lab, it can always be denied to you
4. Arrive promptly to class. REGULAR attendance is essential, as time lost in the CLASSROOM can never be caught up
5. Always give your best to ever task
6. **All work must be your own, both the CAD and any DESIGN work.**

This course is idea for any student who enjoys working with their hands and who **is thinking about future employment in the building/construction/boat building/cabinet making industry.** The main focus is the practical work (projects), backed up with a small amount of written work to provide the evidence that shows your understanding of what you are doing. Students will begin to develop a wide range of technical skills in preparation for NCEA Level 1 Wood Technology, along with increasing about the tools, materials, safety expectations, etc. relating to this field of employment.

By the end of the year students should be:

- working independently
- able to solve basic practical problems relating to their projects
- able to proficiently use hand tools (and some machinery),
- demonstrating quality workmanship

In a later part of the course it is possible that capable students can complete the first Unit Standard(s) of the Level 1 course and ‘bank’ the credits until the following year. The duration of the course is 2 terms.

Assmt.No	Credits <i>[if applicable]</i>	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade/Result	Teacher signature
1		Safety	Portfolio	On-going over 2 terms	Term 3/4		
2		Hand Tools and Machines	Assignment/Practical	2	Term 3		
3		Wood Theory	Assignment	2	Term 3		
4		Processes	Assignment/ Practical	2	Term 3		
5		Design Process & Project 1	Practical	1	Term 3		
6		Design Process & Project 2	Practical	1	Term 4		
7		Design Process & Project 3	Assignment	1	Term 4		

Year: 10**Course: Metal Technology (MTY)****Teacher in Charge: Mr A Daniels**

The Year 10 Technology-Engineering programme provides an opportunity for you to experience a mix of Unite Standards from Level One and Two of the “Tools for Work” programme offered by Competenz, the New Zealand Engineering Industrial Training Organization and the Level One Technology Achievement Standards. The standards shown below contribute towards the National Certificate of Educational Achievement (NCEA), when you produce the projects in Year 11. **NB: It is important to note that unit standards only provide an achieved grade, when you are deemed competent by your teacher in the practical area and when all of the supporting theory work has been completed. Achievement Standard offer the grades; Achieved, Merit and Excellence.** The first Focussed Practical Task will allow your teacher to see that you are following the correct safety procedures and demonstrating the practical skills required to gain the experience you’ll need to complete the Design Brief set in the second half of the course. The evidence for the Technology Achievement Standards will be gathered from your Design Folio created for the Design Brief. **NO work is to be removed until cleared by staff.**

- Technology – Engineering is an internally assessed subject
- No external examinations are sat
- Some Unit standards will require tests either practical or written
- Throughout the year both your written and practical work, along with your use of tools and machinery will be assessed against the unit standards and will contribute to the final assessment at the end of the year

Students must complete two practical projects, a Tool Tray and a Tool Box

Assessment No.	Standard No.	Credits	Title	Method of assessment
1	AS91045	4	Use planning tools to guide tech development	Internal
2	AS91047	6	Development to make a prototype to address a brief	Internal
3	AS91057	6	Implement basic procedures to make a prototype to address a brief	Internal

How to succeed in Technology-Engineering

1. Complete classroom tasks
2. Demonstrate competency in the use of workshop equipment
3. Arrive promptly to class. REGULAR attendance is essential, as time lost in the workshop on practical work can never be caught up
4. Work must be neat and complete
5. Always give your best to every tasks
6. **All work must be your own, both the practical and any written work.**

Year: 10**Course: Maori Performing Arts****Teacher in Charge: Miss Jasmine Maunsell****Total Credits : 6**

“Ka eke i te wivi, ka eke i te wawa, ka eke i te papara hua i rangi tumu huia” – “Advance past the first threshold, the second and third in order to achieve excellence”.

Maori Performing Arts at Level 1 begins our exploration into the fundamentals of Te Ao Kapahaka. Here we identify and discuss some basic elements and research notable luminaries in this field of performance. Dance and drama within a Maori context is a new component of this programme. The course is equally balanced with written and practical components in both learning and assessment.

Prerequisites: A positive attitude to learning what may be a totally new and different subject, needs to be open to learning Maori traditions and some language.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	22752	2	1	3	Identify and demonstrate performance components	assignment	2	Term 1 and 3		
2	22755	2	1	3	Demonstrate knowledge of a Maori Performing Arts costume ensemble	Assignment	2	Term 2 and 4		