



Darfield High School

Course Booklet

Years 9 and 10

2011



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CORE PROGRAMMES

HEALTH

All Years 9 and 10 students take part in Health Education as part of the compulsory curriculum. . Students study units within the strands of Personal Health and Physical Development, Relationships with Other People, and Societal Attitudes and Values.

Year 9	Values and Relationships, Smoking and Marijuana, Keeping Ourselves Safe, Swim Safe
Year 10	Drive Plan, Sexuality Education, Hauora/Well-being, Mental Health and Fitness, Drug and Alcohol Education

Years 9 and 10 classes are taught by their Physical Education teacher. One hour a week is allocated for Health.

CAREERS AND TRANSITION EDUCATION PROGRAMMES

The Careers and Transition programme is designed to meet the specific needs of students at Darfield High School, with particular reference to the Ministry of Education document *Career Education and Guidance in New Zealand Schools*, by assisting students to develop self-awareness, to become aware of opportunities, to make decisions, to plan and take action, and ultimately to face a competitive job market with confidence.

Aspects of the Careers/Transition programme have been integrated into the Health Curriculum with activities designed to give students the information, skills, and attitudes needed to be successful in today's society. Through a range of programmes students are encouraged to be pro-active in their approach to future directions. When they need specific information they should make an appointment to see the Careers Adviser.

What follows is an outline of the activities / programmes offered at each year level.

YEAR 10

The focus in Year 10 is to equip students with the skills and resources necessary to develop a basic career plan.

The programme is presented in the Year 10 Social Studies course where students evaluate personal qualities, interests, work values and job characteristics. From this information they investigate possible careers and draw up their own career plan.

Students are also introduced to Kiwi Careers and Career Quest.

YEAR 9

The focus in the junior school is career awareness.

The Careers Advisor runs sessions with individual classes to develop students' understanding of the general structures of post-school life and the personal resources they have to tap into when making decisions.

DISTANCE EDUCATION COURSES

Years 9 and 10 students would rarely be enrolled in either of the two distance education options:

The Correspondence School, Wellington;
The Virtual Learning Network, through Darfield High School.

Criteria for entry to The Correspondence School subjects or the Virtual Learning Network are set down by the enrolment policies of Darfield High School, The Correspondence School and the CANTATECH Network.

Any inquiries about Distance Education should be addressed to Mr Smart.

YEARS 9 and 10

STREAMING / BANDING

Years 9 and 10

Students are placed in Form classes with a Form Teacher who has a pastoral role. There are usually four classes at each level and they are organised as three groups as follows:

- At each level there is one class of the more able students. Each class is selected on the basis of performance and potential in English and Mathematics. Students in this group are together as a class for English, Mathematics, Science, Social Studies, and Health and Physical Education. Their option subjects are studied in mixed ability classes.
- At each level there are three parallel classes made up of those students who are not in the class of more able students. Students in this group are together as a class for English, Mathematics, Science, Social Studies, and Health and Physical Education. Their option subjects are studied in mixed ability classes.

Students in Years 9 and 10 study subjects gathered into groups known as Learning Areas. Students are required to undertake continuous study in all learning areas during each of the first ten years of schooling.

Year 9 students follow a compulsory programme except for their being allowed some choice from the limited range of subjects in two option sets.

Year 10 students follow a compulsory programme, except for their being allowed to choose subjects from two option sets.

Additional programmes are run to provide for students with particular learning needs.

Extension classes are offered to selected students and vary each year.

ESOL classes are offered at each year level for students for whom English is not their first language.

Learning Areas: The New Zealand Curriculum specifies the eight learning areas in the table below. The learning areas are important for a broad, general education and they lay a foundation for later specialisation. Like the Key Competencies (see below), this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

Key Competencies: The New Zealand Curriculum identifies five key competencies and these are the key to learning in every learning area:

- thinking;
- using language, symbols, and text;
- managing self;
- relating to others;
- participating and contributing.

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive (Listening, Reading, Viewing)
- creating meaning for themselves or others (Speaking, Writing, and Presenting)

The Learning Area **Health and Physical Education** is structured around four strands:

- Personal Health and Physical Development
- Movement Concepts and Motor Skills
- Relationships with Other People
- Healthy Communities and Environments

Mathematics and Statistics are structured around three interconnected strands:

- Number and Algebra
- Geometry and Measurement
- Statistics

Science is structured around five strands:

- The Nature of Science
- The Living World
- The Planet Earth and Beyond
- The Physical World
- The Material World

Social Sciences are structured around four conceptual strands:

- Identity, Culture, and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

The **Arts** learning area comprises four disciplines: dance, drama, music - sound arts, and visual arts. Each discipline is structured around four interrelated strands:

- Understanding the Arts in Context
- Developing Practical Knowledge in the arts
- Developing Ideas in the arts
- Communicating and Interpreting in the arts

Learning Languages is structured around three strands:

- Communication - this is the core strand
- Language Knowledge is a supporting strand
- Cultural Knowledge is a supporting strand

Technology comprises three strands:

- Technological Practice
- Technological Knowledge
- Nature of Technology

Learning Areas	Year 9	Year 10
English	English ESOL	English ESOL
Learning Languages	≤ French ≤ Japanese ≤ Te Reo Māori	≤ French ≤ Japanese ≤ Te Reo Māori
Mathematics	Mathematics	Mathematics
Sciences	Science	Science
Social Sciences	Social Studies	Social Studies ≤ Economics
The Arts	≤ Art ≤ Music ≤ Drama	≤ Art ≤ Music ≤ Drama
Technology	≤ Food ≤ Graphics ≤ ... DTG ≤ Hard Materials ≤ Soft Materials	≤ Food and Nutrition ≤ Graphics ≤ ...DTG ≤ Hard Materials ≤ Soft Materials
Health and Physical Wellbeing	Health Outdoor Education Physical Education	Health Outdoor Education Physical Education
Key: ≤ Option Subjects ... Digital Technology (Computer Skills)		

YEAR 9

The pattern of subjects taken in Year 9 is slightly different from that in Years 7 and 8. At Year 11, 'The National Certificate of Educational Achievement' (NCEA) Level One, language programmes assume students have studied the language for three years. Therefore, students who **may** be thinking of studying French or Te Reo Māori or Japanese need to select that language in Year 9. They are **not obliged** to carry on with it in Years 10 and 11, but failure to study it in Year 9 means they very probably cut out that choice at an early age, when their ideas about what they would like to study in Year 11 are not fully formed. Students will have some knowledge of international languages and Te Reo Māori from the languages modules studied in Years 7 and 8.

The study of a language is compulsory in Year 9 unless there are circumstances which make it an unreasonable compulsion: each case for exception from studying a language is considered on its merits, and the main consideration is a student's ability to do the study. This is in line with the policy of the Ministry of Education which is to encourage New Zealanders towards multi-lingualism.

YEAR 9 probable OPTION CHOICES FOR 2011

In **Option Group 1** students must study Music and either Japanese or Te Reo Māori. They then rank the other four subjects numbering them from 1 to 4 where 1 is the most preferred (1st) choice and 4 is the least preferred (4th) choice. Of the four ranked subjects, most students should get to study their first two choices but that is not always possible. They study each for one term.

<p>OPTION GROUP 1 Digital Technology (Computer Skills) Japanese Music Te Reo Māori Technology Food & Nutrition Technology Soft Materials</p>

In **Option Group 2** students who choose French study the language for the whole year and do not choose any other subject from Option Group 2. Students who do not choose French rank the other four subjects numbering them from 1 to 4 where 1 is the most preferred (1st) choice and 4 is the least preferred (4th) choice. Of the four ranked subjects, most students should get to study their first two

choices but that is not always possible. They study each for one term.

OPTION GROUP 2
Art
Drama
French
Technology Graphics
Technology Hard Materials

YEAR 10

Although all Year 10 students study English, Health and Physical Education, Mathematics, Science, and Social Studies, for the Learning Areas 'The Arts', 'Learning Languages', and 'Technology' students have a choice. The aim here is to give students a balanced education prior to specialisation in Years 12 and 13 for tertiary education and careers. They also need to consider which subjects they wish to study for NCEA Level One and in the following years.

While most Year 11 subjects can be selected without prior study in Year 10, there is clearly some advantage in having studied the subject at Year 10. By studying a range of subjects, students can then decide which subject best suits their needs. The exceptions to the guideline are languages other than English, which are three-year courses, i.e. Years 9 to 11. Students who think they may wish to study French, Te Reo Māori or Japanese in Year 11, need to have studied the language in Year 9 and continue studying it at Year 10. **This does not oblige them to study that language at Year 11.** English, Mathematics, and Health continue to be compulsory in Year 11, and students are strongly recommended to continue to study one of the Science subjects.

YEAR 10 *probable* OPTION CHOICES FOR 2011:

Students must study **at least one Arts subject** (Art, Drama, Music) unless they study French; and **at least one Technology subject** (Graphics, Food and Nutrition, Hard Materials, Information & Communication, and probably Soft Materials).

Note: Students are not permitted to study two languages except in very special circumstances.

In **Option Group 1** students choose **either** a language - Japanese or Te Reo Māori for the whole year, **or** they study two of the other subjects, each for half a year.

Students who do not choose Japanese or Te Reo Māori rank the other four subjects numbering them from 1 to 4 where 1 is the most preferred (1st) choice and 4 is the least preferred (4th) choice. Of the four ranked subjects, most students should get to study their first two choices but that is not always possible. They study each for half a year.

OPTION GROUP 1
Digital Technology (Computer Skills)
Japanese
Te Reo Māori
Technology Food & Nutrition
Technology Graphics
Technology Soft Materials

In **Option Group 2** students who choose French study the language for the whole year and do not choose any other subject from Option Group 2.

Students who do not choose French rank the other five subjects numbering them from 1 to 5 where 1 is the most preferred (1st) choice and 5 is the least preferred (5th) choice. Of the five ranked subjects, most students should get to study their first two choices but that is not always possible. They study each for half a year.

OPTION GROUP 2
Art
Drama
Economics
French
Music
Technology Hard Materials

TECHNOLOGIES

FOOD TECHNOLOGY

Who can enrol?

Open entry to this half-year course

Cost: Students are required to pay a subject fee of \$18.00

Course outline:

Food and Nutrition is made up of four units of work.

1. Food Safety and Hygiene: This unit offers a brief look at food safety and hygiene, which students put into action by preparing a variety of meals that are considered to be at 'high risk'.
2. Cookie Time: Students implement the Technology Planning Process to create and market an original cookie for the 'Cookie Time' brand.
3. Nutrition: This unit looks at individual eating patterns and explores the impact that food has on health and

- well-being.
4. Canteen Food: In this unit, students analyse the history of foods available in school canteens. The Technology Planning Process is implemented to design and make a new food for the school canteen that follows the Healthy Eating Food Guidelines.

Assessment: There are three individual practical assessments, two written assignments, and one written test during the course.

This course leads to: NCEA Level One Home Economics.

For further information see: Miss Waters

GRAPHICS

Who can enrol?

Open entry to this half-year course.

Cost: Students are required to pay material costs of \$20.00.

Course outline: This learning area provides the student with knowledge and skills in design and graphic communication. Through the design process, the student will interpret problems, gather and analyze data, generate imaginative ideas, present and evaluate solutions.

Using graphic communication the student will gain skills in a range of graphical processes, techniques and media, from freehand to final scale and presentation drawings, models and computer generated solutions, and communicating specific information to a varied audience.

The Year 10 course in Graphics has four sections.

1. Graphic Communication and Design
2. Environmental Design
3. Technological Design
4. Media Design.

Assessment:

- Produce freehand sketches that show design features.
- Construct and use geometrical shapes and solids to communicate design ideas.
- Produce instrumental working drawings.
- Produce pictorial drawings using instruments and render these drawings.
- Produce a mock-up and model.
- Apply a design process and design principles to identified needs and opportunities.
- Present design ideas that show design features and functions.

This course leads to: NCEA Level One Graphics. The course will provide an excellent background for any student who is looking for a career in design in any area.

For further information see: Mr Nugent

TECHNOLOGY HARD MATERIALS

Who can enrol?

Open entry to this half-year course

Cost: Students are currently required to pay a deposit of \$55.00 towards their final account for material costs

Course outline: The Year 10 Technology Hard Materials Course is designed for students who wish to develop practical skills. The course also includes a Design Making and Related Studies component.

Assessment:

1. Widen the use of an existing technology to develop a technological solution.
2. With reference to a specific technological practice, develop a conceptual design of a product and outline the means for its ongoing production.
3. Demonstrate understanding of Technological knowledge
4. Present a technological solution that addresses the brief requirements.

This course leads to: NCEA Level One Furniture Making, or Engineering.

For further information see: Mr Nugent

TECHNOLOGY SOFT MATERIALS

Who can enrol?

Open entry to this half-year course.

Cost: Students are required to pay a subject fee of \$20.00.

Course outline:

The students will be encouraged via the technology design process to: gather information from various sources, evaluate and interpret their information, and translate this information into their own projects. They will be given opportunities to continually assess and evaluate their ideas and design so they can create a solution which best reflects their understanding of the concept. Students will be able to utilise a wide range of textiles and assorted resources in the creation of their Technological Solution (project).

Assessment:

Students are assessed on their practical sewing skills with a skills project at the beginning of the semester. The project will also follow the basic design process in technology.

The major project will be assessed on several criteria:

- The Practical Sewing.
- The Technology Design Process, in particular, the writing of the brief.
- The final mock-up, including both aspects of the project: the practical component and the design elements.

This course does not advance.

For further information see: Mrs Smeele

DIGITAL TECHNOLOGIES

Who can enrol?

Open entry to this half-year course

Cost: \$9.00

Course outline:

The students will work through the technology process for two projects, gaining skills in word processing, desktop publishing, and file management. Students will also have the opportunity of gaining NCEA Level One Information Management Credits in the following achievement standards:

- 1.1/ AS 9003 Enter text from provided data and direct entry composition (2 Credits)
1.2/ AS 90031 Use standard operating and file management procedures (2 Credits)

At the end of the course, students should be at an appropriate level to undertake the Year 11 Information Management Class.

Assessment: Assignments

This course leads to: NCEA Level One Information Management.

For further information see: Miss Blakemore

SCIENCE

RURAL COLLEGE

Who can enrol?

Open entry to this half-year course.

Cost: Not applicable.

Course Outline: This practical course introduces basic agricultural concepts in the following areas:

- Common Pasture Species (Mounted Collection)
- Common Weed Species (Mounted Collection)
- Simple Fertilizer Growth Trial (Urea, Superphosphate)
- Basic Fencing Skills (Knot Tying, Wire Safety)
- Safety on the Farm (Machinery, Chemical Hazards)
- Working with Soils (Sampling and Testing pH)

Assessment: Each unit is assessed by a submitted project.

This course leads to: NCEA Level Two National Certificate in Agriculture.

For further information see: Mr Smith

SOCIAL SCIENCES

ECONOMICS

Who can enrol?

Open entry to this half-year course.

Cost: Not applicable.

Course Outline:

This course introduces basic economic concepts in the following areas:

- Scarcity and choice
- Income
- Spending/Budgeting
- Consumer rights and responsibilities
- Saving your income
- The economic problem

Assessment: Tests, assignments, and end of course examination.

This course leads to: NCEA Level One Economics.

For further information see: Ms Evans

THE ARTS

ART

Who can enrol?

Anyone with a genuine interest in Art may enrol for this half-year course.

Cost: \$26.50 to cover paint, brushes, inks, printmaking materials, and specialty papers.

Course outline: At Year 10 Visual Art students learn how to apply a wide range of techniques and materials in drawing, painting, printmaking, and 3D study. Students also further develop the ability to be able to evaluate and comment on selected art images and objects.

Assessment: All units of work are internally assessed to particular achievement criteria.

This course leads to: NCEA Level One Visual Art.

For further information see: Miss Crocker

MUSIC

Who can enrol?

Anyone with a genuine interest in music may enrol for this half-year course. However, it is recommended that at least one year of instrumental tuition has been completed prior to commencing this semester.

Cost: A fee of up to \$55.00 will be payable for workbooks, competition entries, transport and extra training opportunities.

Course outline: At Year 10 music students develop their performing skills, improve their ability to notate rhythm and melody, experiment with basic composition techniques, and gain a broad knowledge of musical history. Some students may be considered to commence a Unit Standards NCEA Level One course.

Assessment: The following elements are assessed:

- Performance (solo and group)
- Composition
- Score-reading
- Aural
- Music Knowledge Research Assignment
- Keyboard Skills

This course leads to: NCEA Level One Music.

For further information see: Ms Hayes

DRAMA

Who can enrol?

Anyone with a genuine interest in Drama may enrol for this half-year course. Students must be prepared to involve themselves fully in the dramatic life of the school.

Cost: None

Course outline: At Year 10, Drama students develop their performing skills and improve their ability to devise and perform their own drama stories. They will develop their understanding of dramatic skills, techniques and conventions, both in performance and theory work. They will cover the theme of status, both within practical workshops and researching Greek Theatre. Please note that the course involves both theory and practical components.

Assessment: The following are assessed:

- Performance
- Devising
- Theory
- Research Assignment

This course leads to: NCEA Level One Drama.

For further information see: Miss Ward

LANGUAGES

FRENCH

Who can enrol?

Students should have completed the Year 9 French course.

Cost: Students are required to purchase a workbook at an approximate cost of \$27.00.

Course Outline: Year 10 French uses the topics: daily routine, leisure pursuits, talking about you, your family and friends, health, shopping and eating out, travel and

transport and holidays, to develop further the language skills of reading, writing, listening, and speaking and to increase cultural awareness and understanding.

Assessment: End of module tests and in-class participation.

This course leads to: NCEA Level One French.

For further information see: Ms Juhel

JAPANESE

Who can enrol?

Ideally students should have completed the Year 9 Japanese course

Cost: Hiragana/Katakana Workbook and the Student Activity Workbook at an approximate cost of \$22.00.

Course Outline: Topics include:

- Family
- Eating and drinking
- Housing
- Weather and seasons
- Leisure activities

There will be further development of writing Japanese script with an emphasis on hiragana and katakana.

Assessment: Topic tests and two school examinations.

This course leads to: NCEA Level One Japanese.

For further information see: Miss Hayakawa

TE REO MĀORI

Who can enrol?

Ideally, students should have completed the Year 9 basic Te Reo Māori course.

Cost: There will be a cost of \$12.40 for Te Pūkaki Workbook and an additional cost of approximately \$50.00 may be required for Ngā Manu Kōrero annual speech competitions and a Marae Noho.

Course Outline: Building on the skills already attained in Years 7, 8 and 9, Te Reo Māori covers: sentence structures, vocabulary, theme topics, and writing Te Reo Māori in different genre.

Assessment: Kōrero / Oral language

- Tuhituhi / Written Māori
 - Panui / Reading in Te Reo Māori
 - Whakarongo / Aural interpretation
- Assignments and two examinations.

This course leads to: NCEA Level One Te Reo Māori.

For further information see: Ms William