

Year 9
Subject Information
2022



Rangitoto
College

SUBJECTS

- Some subjects stop at Level 1, some at Level 2 and some lead into two or three other subjects.
- **Entry to some subjects is subject to availability.**
- **SUBJECTS SHOWN IN CAPITAL LETTERS & BOLDED ARE COMPULSORY AT THAT LEVEL**

THE FLOW OF SUBJECTS – RANGITOTO COLLEGE 2022					
	Year 9	Year 10	NCEA LEVEL 1	NCEA LEVEL 2/IB	NCEA LEVEL 3/IB
ENGLISH					
	ENGLISH	ENGLISH	ENGLISH	ENGLISH/IB ENG	English/IB English
	ENGLISH for Literacy	ENGLISH for Literacy	ENGLISH for Literacy	ENGLISH for Literacy	
	ENGLISH Intermediate (option subject)		ENGLISH Extension	ENGLISH Extension	English Scholarship
			Media Studies	Media Studies	Media Studies
ESOL					
	ESOL	ESOL	ESOL	UNIVERSITY ENTRANCE LITERACY ESOL IB English B	IELTS Preparation IB English B
MATHEMATICS					
	MATHEMATICS	MATHEMATICS	MATHEMATICS Extension	Mathematics Extension	Scholarship Calculus
			MATHEMATICS leading to Algebra	Calculus	Calculus
			MATHEMATICS leading to Stats	Statistics	Scholarship Statistics
			MATHEMATICS for Numeracy	Applied Mathematics	Statistics
				IB Applications & Interpretation (AI)	Mathematics IB AI
				IB Analysis & Approaches (AA)	IB AA
SOCIAL SCIENCE					
	JUNIOR SOCIAL SCIENCE	JUNIOR SOCIAL SCIENCE	Geography	Classical Studies	Classical Studies
			Geography Extension	Geography/IB Geo	Geography/IB GEO
			History	Geography Extension	Geography Scholarship
			History Extension	History Extension	History Scholarship
			Social Sciences Internal	History/IB History	History/IB History
				History of Art	History of Art
			Sociology (new 2023)	Sociology	Sociology
				Tourism	Tourism
				IB Psychology	IB Psychology
SCIENCE					
	SCIENCE	SCIENCE	Science	Biology/IB Biology	Biology/IB Biology
			Science Extension	Biology Extension	Biology Scholarship
				Chemistry/IB Chemistry	Chemistry/IB Chemistry
				Chemistry Extension	Chemistry Scholarship
				Physics/IB Physics	Physics/IB Physics
				Physics Extension	Physics Scholarship
			Science Internal	Science Internal	Science
LANGUAGES					
	CHINESE	Chinese	Chinese	Chinese	Chinese
				IB Mandarin	Mandarin/IB Mandarin
	or JAPANESE	Japanese	Japanese	Japanese/IB Japanese	Japanese/IB Japanese
	or SPANISH	Spanish	Spanish/IB Spanish	Spanish/IB Spanish	Spanish/IB Spanish
				French/IB French	French/IB French
				IB "Own Language"	IB "Own Language"

THE FLOW OF SUBJECTS – RANGITOTO COLLEGE 2020					
	Year 9	Year 10	NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
Te Kiko o Rangitoto					
	TE REO MĀORI (as a language option)	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
		Māori Performing Arts	Māori Performing Arts (new 2023)	Māori Performing Arts (new 2023)	Māori Performing Arts (new 2023)
	Māori Practical Arts (as an Arts Option)	Māori Practical Arts	Whakairo / Mahi Toi	Whakairo / Mahi Toi (new 2023)	Whakairo / Mahi Toi (new 2024)
THE ARTS					
	Dance	Dance	Dance	Dance	Dance Performance
					Dance Choreography
	Drama	Drama	Drama	Drama	Drama
	MUSIC	Music	Music	Music/IB Music	Music/IB Music
		Contemporary Music	Contemporary Music	Contemporary Music	Contemporary Music
		Performing Arts			
	Visual Art	Visual Art	Visual Art	Design	Design
			Digital Visual Art	Painting	Painting
				Photography	Photography
				Print Making	Printmaking
				Foundation PHO (FPH)	Foundation PHO (FPH)
				Foundation Visual Art (FVA)	Foundation Visual Art (FVA)
				IB Visual Art	IB Visual Art
TECHNOLOGY					
	Design & Visual Communication (Technology)	Design & Visual Communication (DVC)	Design & Visual Communication (DVC)	Design & Visual Communication (DVC)	Design & Visual Communication (DVC)
	Electronics (Technology)	Electronics (Technology)	Electronics (Technology)	Electronics (Technology)	Electronics (Technology)
	Food (Technology)	Food (Technology)	Food (Technology)	Food (Technology)	Food (Technology)
	Materials (Technology)	Materials (Technology)	Materials (Technology)	Materials (Technology)	Materials (Technology)
	Textiles (Technology)	Textiles (Technology)	Textiles (Technology)	Textiles (Technology)	Textiles (Technology)
			Engineering	Engineering	Engineering
			Hospitality	Hospitality	Hospitality
			Construction	Construction	Construction
	Steam	Steam		Furniture	
COMMERCE					
	DIGITAL TECHNOLOGY (DGT)	Digital Technology (DGT)	Digital Technology (DTT)	Generic Computing – Applications (CPG)	Generic Computing – Applications (CPG)
				Multimedia Technology (ICT)	Multimedia Technology (ICT)
				Programming and Computer Science (PRG)	Programming and Computer Science (PRG)
	Business & Economics	Business & Economics	Accounting	Accounting	Accounting
			Business Studies	Business Studies/ IB Business Management	Business Studies/ IB Business Management
			Economics	Economics/ IB Economics	Economics/ IB Economics
					Economics Scholarship

THE FLOW OF SUBJECTS – RANGITOTO COLLEGE 2020					
	Year 9	Year 10	NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3
HEALTH PE					
	HEALTH	HEALTH	Health	Health	Health
	PHYSICAL EDUCATION	PHYSICAL EDUCATION	Physical Education	Physical Education	Physical Education
				Physical Education Lite	Physical Education Lite
			Sports Science Extension	Sports Science Extension	Sports Science Scholarship
CAREERS & LEARNING SUPPORT					
			KORU	KORU	KORU
				Gateway	Pathways to Employment

2021 TIMETABLE INFORMATION

Rangitoto College Timetable

Start time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:40am (20)	Tutor period					
9:00am (60)	A	F	E	D	C	B
10:00am (5)	Transition time					
10:05am (60)	B	A	F	E	D	C
11:05am (25)	Break 1					
11:30am (80)	C	B	A	F	E	D
12:50pm (5)	Transition time					
12:55pm (40)	D	C	B	A	F	E
1:35pm-2:15pm (40)	Break 2					
2:20pm-3:20pm (60)	E	D	C	B	A	F

The school's timetable works on a 6 day rotation.

Each day has 5 periods and there is 5 minutes between each class for students to move.

INTERNATIONAL BACCALAUREATE

Rangitoto College offers the International Baccalaureate Diploma Programme for **Year 12** and **Year 13 students**. Details on the International Baccalaureate are found on the Rangitoto College website address that is shown below.

<http://www.rangitoto.school.nz/academic/international-baccalaureate>

BRING YOUR OWN DEVICE

Year 9 are required to bring their own device (PC, Apple, Android, etc.) to aid their learning in the classroom. Our approach is cloud-based so there is no need to purchase specialist software. **Tablets (including iPads) are NOT suitable**. Please [click here](#) for important information and guidance around device specifications.

YEAR 9 SUBJECT INFORMATION

- (a) **CORE/COMPULSORY SUBJECTS** - all students do English, Mathematics, Junior Social Science, Science, Health & Physical Education, and Core Music. English for speakers of other languages (ESOL) is available if needed.
These subjects are done for the **ENTIRE SCHOOL YEAR**.
Digital Technology is also **compulsory** and runs for **half a year (1 semester)**, however if students opt to do STEAM as one of their options then they do NOT need to do Digital Technology

All students choose THREE other options – ONE of which has to be a LANGUAGE.

Each option lasts for **ONE SEMESTER (half of the school year)**.

- (b) **LANGUAGES** – Te Reo Māori, Chinese, Japanese or Spanish.
An **English for Literacy programme** (ENL) designed to develop language and reading skills, is available, if this is more appropriate.
- (c) **TECHNOLOGY** – Design and Visual Communication (DVC), Electronics, Food, Materials, Textiles, Steam.
- (d) **THE ARTS and COMMERCE** - Business and Economics, Dance, Drama, Music, Māori Practical Arts and Visual Art.

Visually, this is what a Year 9 student would be choosing from –

CORE/COMPULSORY SUBJECTS (do ALL of these)	LANGUAGE (must do 1)	TECHNOLOGY	THE ARTS and COMMERCE
English	Te Reo Māori	DVC	Business & Economics
Mathematics	Chinese	Electronics	Dance
Science	Japanese	Food	Drama
Junior Social Science	Spanish	Materials	Music
Physical Education & Health	(or ENL)	Textiles	Māori Practical Arts
Music		Steam	Visual Art
Digital Technology (unless in STEAM)			

TOTAL of **THREE** OPTIONS

In **SUMMARY**, Year 9 students do **ONE** of the following combinations:

- Core/compulsory subjects 1 Language 1 Arts/Commerce 1 Technology
- Core/compulsory subjects 1 Language 2 Arts/Commerce
- Core/compulsory subjects 1 Language 2 Technology
- Core/compulsory subjects 2 Languages 1 Arts/Commerce/Technology
- Core/compulsory subjects 1 Language Steam (includes DGT) 2 Arts/Commerce/Technology

THE GUIDANCE DEPARTMENT

Counselling: Our Guidance Department consists of four qualified counsellors who have the wellbeing of our students as their top priority. They work confidentially with students on a one to one basis or in a group setting. Many students self-refer to one of the counsellors of their year level, however, referrals are also received through the deans, teaching staff and parents.

Programmes: As well as individual counselling, the Guidance Department also provides programmes to support students with specific needs. 'The Travellers Programme' works with Year 9 students who need support through times of change or transition. 'Seasons for Growth' focuses on healthy ways to deal with grief and loss. 'The Friends Youth group' gives students the resilience tools to negotiate anxiety and cope with new challenges and the 'Parenting Toolbox' is an evening course for parents of adolescent children.

On a much wider basis, the Peer Support Programme is run by the department where Year 13 students are trained as leaders to work with the Year 9 students and help them positively integrate into College life. The Wellbeing Programme, overseen by one of the counsellors, involves senior students giving presentations in assembly to the Year 9 and 10 students aimed at nurturing personal habits of wellbeing. Other groups targeting specific issues are formed as and when the need arises.

LEARNING SUPPORT

The aim of Learning Support is to enable students to gain the maximum advantage from the learning opportunities and environment the College offers. Teachers are trained for strategies to support students in class for particular disorders e.g. dyslexia/Asperger's and also trained to differentiate learning within classes i.e. modify the curriculum to suit the learning of student within their class

To achieve these aims:

- Specialised assistance is available for students at all levels with recognized learning difficulties.
- Readers and/or writers are provided for students who fulfil NZQA criteria for Special Assistance.
- Diagnostic assessment is carried out by qualified staff to ascertain levels in reading and listening comprehension.
- Some student support worker assistance is available to specific students with identified needs.
- In class discrete peer-support for identified students.
- Some small group literacy groups.
- Supportive break time environment.

CORE SUBJECT INFORMATION

ENGLISH

Year 9 English incorporates both strands of English in the New Zealand Curriculum: making meaning of the ideas and information students receive, and creating meaning for themselves and others.

English in Year 9 helps to establish and reinforce students' knowledge of English language and literature while developing their reading and writing skills. There is an emphasis in the course on the knowledge and skills necessary for students to become accurate, creative and effective writers, and the literary knowledge that forms the basis of understanding for the years that follow.

Students study a range of text types, including short stories, a novel, a Shakespeare play, and poetry. They produce a variety of writing including creative writing and literary analysis. The students are assessed in the form of tests, written assessments, and an end of year exam.

Students work both in exercise books and with devices. Homework is set in order to help reinforce language knowledge and writing skills. Part of the course cost includes a homework grammar and language skills workbook.

We are passionate about students continuing to develop their reading habits and making progress in their personal reading for fun and challenge. We also recognise the value of students developing their vocabulary as part of becoming discerning readers, effective communicators, and critically engaged members of society.

LITERACY ENGLISH

Two courses, Year 9 Literacy English (9ENL) and English Intermediate (9ENI), have been designed for students who find elements of English very difficult. Students take 9ENL for one semester, whereas 9ENI is a full year programme. Students take ENL or ENI instead of an option course and do core English as well. Both courses cover the three aspects of language set out by the national curriculum: written, oral and visual language. They offer a range of manageable activities and texts to stimulate students' interest in the subject. Both courses are very successful in their focus on improving the skills of reading, writing and speaking in a small class environment.

If you think that 9ENL or 9ENI may be helpful for your son or daughter, please discuss this at the transition appointment. Note, however, that the numbers of students selected for these courses is limited.

ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

There are three courses available for Year 9 and 10 students: Foundation/Reception ESOL, Pre-intermediate ESOL and Intermediate ESOL. Students are assessed and placed in appropriate courses. Courses are NOT year level based. You will be in a course dependent on your English language ability, not your year level or age. Students are encouraged to enjoy, respond to, and use English in a range of high-school appropriate contexts. Courses are based on the English Learning Area of the curriculum, with an explicit focus on learning English as a language.

Students learn:

- to develop proficiency in listening, speaking, reading and writing;
- to use language skills to identify and communicate information;
- to build a foundation of vocabulary and language skills they can use to meet the demands of the subjects they study at school;
- to gain an understanding of how language varies according to user, audience and purpose;
- to acknowledge their own language and culture, while also seeing themselves as English language users;
- to develop their thinking skills.

Cost: \$25

MATHEMATICS

Year 9 Mathematics implements the New Zealand Curriculum document: Mathematics and Statistics. The junior mathematics programme covers all the strands: Number and Algebra, Geometry and Measurement and Statistics.

There is significant emphasis on closing existing gaps in student's mathematical knowledge in year 9 to prepare them best for what they will encounter in either NCEA or the International Baccalaureate. There are no extension classes. Students will be banded accordingly to their New Zealand Curriculum Mathematics Level and work will be adapted to best suit each individual need.

Homework is provided to reinforce the concepts and skills covered in the learning programme. This homework comes from a variety of sources including workbooks in google drive, online tasks at myimaths.com, assignments, test revision resources and teacher initiated tasks.

In 9 Mathematics students will sit written tests which use NCEA grading. At the end of the year there is an examination, this along with the testing throughout the year is used as formative feedback, reporting and course placement for Year 10 Mathematics.

Course costs are to be advised. We endeavour to make our resources as accessible as possible through BYOD however there will still be a fee to cover the workbook and resources that cannot be easily accessed electronically and therefore must be printed.

Graphic Calculators are a compulsory stationary requirement at Year 11 for all students. Students may purchase a CASIO fx-9750GII in Year 9 through the Mathematics Resource Centre at a cost of \$110 if they wish. However, if they already own a scientific calculator this will be sufficient for their needs in Year 9.

SCIENCE

In Science, students explore how both the natural and physical world interact so that they can participate as critically informed and responsible citizens in a society in which science plays a significant role.

The key skills they will develop are:

- investigating scientifically
- taking responsibility for their own learning
- thinking creatively and problem solving
- digital processing of data
- communicating effectively in science

Students will develop these skills through the study of:

- the diversity of life processes and the interactions of living things
- the makeup of all matter and how that effects the world around us
- the physical phenomena that explain energy, light and sound
- the interactions between earth and space and how it affects everyday life

Course costs of \$40 cover a range of resources including individual membership to an interactive website to support science education.

JUNIOR SOCIAL SCIENCE

Junior Social Science education aims to enable students to participate in a changing society as informed, confident, and responsible global citizens. Conceptual understanding, backed by a deep base of knowledge, is a focus of our Junior Social Science program. At the Year 9 level there is a focus on the history of Aotearoa New Zealand, migration, the Asia-Pacific region, the government and the environment. Course costs are \$20 per student to cover resources supplied.

In Junior Social Science students will develop knowledge and understanding about human society as they study:

On The Move: Examine how global migration has an impact on cultures and societies.

Our Precious Place: Understand how people manage resources and how this impacts environmental and social sustainability.

Rise of Asia: Explore how people seek economic growth and the impact economic decisions have on people, communities and nations.

Rules and Rulers: Understand how systems of government in New Zealand operate and affect people's lives, and how this compares to other systems of government.

CORE MUSIC / CORE PERFORMING ARTS

The main objectives of core music are to expose students to a wide variety of music and performing arts, to be involved in creating art and to appreciate its diversity. In Core Music students will participate in a variety of group activities (including creating and performing) as well as learning about musical notation, instruments, singing, guitar, keyboard, drums and music appreciation. Through many of these activities, students develop skills and confidence that they find beneficial in other curriculum areas.

Students with prior musical training have the chance to further their abilities by participating in one of our 12 specialist music/performing arts classes. Students are selected for these classes (Chamber Strings and Advanced Piano, Keyboard/Piano, Big Band, Symphonic Band or Symphony, Guitar, Rock, Vocals and Performing Arts) based on the information collected from the music survey filled out at enrolment time. The Specialist classes are designed to develop the student's passion for the subject and to lay the foundation for excellence in future years. The Performing Arts strand is especially designed for students with a special interest in Musical Theatre and/or a combination of performing arts disciplines (music, dance, drama).

In these groups, students develop their rehearsal and performance skills within the curriculum and are extended musically in an environment where the other class members have a similar background and knowledge.

The specialist classes run in place of the core music class (not music option) and lead to further participation in the field of performing arts, both curricular and co-curricular. More detailed information is available during enrolment or through the music office.

Music students should bring a named 4 Gig USB memory stick.

HEALTH and PHYSICAL EDUCATION

HEALTH

The Year 9 Health programme will be taught in blocks throughout the year in conjunction with Physical Education. Students will have opportunities to develop learning behaviors or key competencies such as thinking skills, using language, symbols, and texts, managing self, relating to others, participating and contributing in the social context of Health education.

Health topics include:

- Positive Mental Health
- Nutrition
- Drug Education
- Sexuality Education

The central concept of the Health Curriculum is Hauora - that physical, mental and emotional, social and spiritual dimensions are all important aspects of an individual's health and well-being.

The program in Year 9 supports students in making thoughtful, informed decisions as *students* learn to take responsibility for their well-being.

Health Course Objectives

- Develop an understanding of the factors that influence the well-being of self, family and others in the community.
- Build resilience through the strengthening of personal identity and self-worth.
- Acknowledge and understand the changes and challenges of puberty.
- Develop skills to make health-enhancing decisions, when confronted with challenging and risky situations
- Demonstrate positive social skills by participating and contributing to enhance inter-personal relationships.

Further information about the Sexuality Education Programme is given at Year 9 Parent Evenings early in Term One.

PHYSICAL EDUCATION

The Junior Physical Education Programme is guided by the following philosophy:

- Students will develop their critical thinking and interpersonal skills through active participation in a range of physical contexts.
- Students will develop their motor skills and an understanding of physical activities through active participation.
- Students will investigate the science and socio-cultural factors behind the performance of physical activity.

All students will actively participate in three core modules of learning; Social Responsibility, Sports Education and Socio-cultural/Scientific Factors Affecting Performance.

Social Responsibility focuses on the learning of interpersonal skills in a range of contexts. The goal of this module is for students to learn, improve and demonstrate appropriate interpersonal skills. Contexts may include team sports, adventure-based games and individual pursuits.

Sports Education is based around the students taking responsibility for the learning, playing, coaching and administering of a range of sports under the guidance of their teacher. The range of sports include: volleyball, Ki-o-Rahi, indoor cricket, tag rugby, netball, soccer, basketball and hockey.

Socio-cultural/Scientific Factors Affecting Performance module examines factors which contribute to the performance of a physical activity. Factors examined include: exercise physiology, biomechanics, anatomy and culture.

LANGUAGES

We aim to provide language learning opportunities that reflect our place in a modern New Zealand society. Our courses enable students to communicate both orally and in writing about aspects of modern life. Cultural studies, exchanges and study tours are also offered.

Course costs (approx. \$40) include individual membership to an online vocabulary learning programme.

GUIDELINES TO CHOOSING A LANGUAGE

JAPANESE

- is spoken by an important Asian neighbour (over 120 million people)
- provides the challenge of learning a new script
- opens the way to the study of other Asian languages, e.g. Chinese.
- broadens career choices, e.g. tourism and business
- gives insight into the culture and traditions of Japan
- provides opportunities for scholarships to study in Japan in the senior school and beyond

CHINESE

- is the most widely spoken language in the world with over 1 billion speakers
- is used in many countries in South East Asia
- is the language of one of New Zealand's most important trading nations
- provides the challenge of learning a new script
- gives insight into the culture and traditions of China

SPANISH

- the language of Spain and most countries in Central and South America
- one of the most widely spoken languages in the world with over 350million speakers and an official language of the United Nations
- is a major European language and opens the way to the study of other Romance languages
- provides insight into the culture and traditions of various Spanish speaking countries

In the past, Rangitoto College Languages Department has organised EXCHANGES AND TRIPS to all the relevant countries / locations (in non-COVID times) so that students may experience the language / life style / culture at first hand, which we hope to continue in the future when international travel resumes.

TE KIKO O RANGITOTO

TE REO MĀORI (take as a language option)

By the end of the semester, Year 9 Te Reo students will be able to talk about their role models (whanau, community), introduce themselves appropriately and have a simple conversation with a speaker of Te Reo. Students will develop a positive sense of identity and will strengthen their reading, writing, listening and speaking skills. Students will explore important cultural events and practise too. This course will open the doors to a successful pathway for future study of Te Reo Māori.

MĀORI PRACTICAL ARTS

Māori Practical Arts is an introductory course that explores Mātauranga Māori, indigenous knowledge within Māori Arts. Students learn about tikanga, design and practical elements of production through whakairo carving and ataata visual arts. This course would complement learning Te Reo Māori, as it covers cultural knowledge as well as language knowledge which allows students to uphold the partnership, protection and participation under *Te Tiriti o Waitangi*.

TECHNOLOGY COURSES

Overall statement

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems through know how, know what and know why (Technological Practice, Technological Knowledge and Nature of Technology).

Technology programmes seek to develop students' knowledge, understanding, skills and application of these for designing products. Technology encompasses a wide range of curriculum disciplines but is firmly rooted in the skills required to develop a creative outcome to meet an identified need or opportunity.

Please be aware that providing a student with 3 technology subjects may not always be possible as they can be oversubscribed.

DIGITAL TECHNOLOGY (compulsory)

As part of the digital technologies curriculum students will get an opportunity to grow and develop a range of digital skills. Students will take significant steps to expand their expertise in two main areas; **designing and developing digital outcomes** and **computational thinking**. Learning will be underpinned by the strands within Technology - technological practice, technological knowledge, and the nature of technology.

They will work through a number of short projects to address authentic contexts taking into account the needs of end-users. For example students develop digital outcomes that promote the United Nations sustainable goals. Skills within these areas could include but are not limited to things such as file management, selecting appropriate software, image adaptation, combining content, social and ethical considerations.

Computer science concepts are also covered. Students will learn how digital devices represent data with binary digits and have ways of detecting errors in data storage and transmission. Through non-computer based tasks and programming activities they will learn to decompose problems to create simple algorithms which include sequencing, selection, and iteration.

DESIGN & VISUAL COMMUNICATION

Design and Visual Communication (DVC) is a design subject with a strong element of drawing. It allows students to develop skills that help them to communicate ideas in response to a design brief. It focuses on understanding and applying drawing techniques and design practice to communicate design ideas. Students will start to enhance their ability to conceptualise, develop, and communicate design ideas and potential outcomes, and their skill to interpret graphical information.

Design heritage and the evolution of design is emphasised and referenced in students' design thinking and outcomes. Students will learn the fundamental principles of aesthetics and function, and human factors, which underpin their ability to conceptualise and explore their design ideas.

Design and Visual Communication (DVC) covers two main areas of three-dimensional design:

- Spatial Design – Architecture and Environmental
- Product Design

During the semester students will experience drawing, spatial design and/or product design.

This course is University approved and is a starting point for career pathways, including:

Three-dimensional design, advertising, apparel design, architecture, computer-aided design (CAD), environmental design, exhibition design, footwear design, furniture design, industrial design, interior design, landscape design, product design, game design, toy design, transportation design...

The course leads on to a full year programme in future years of study.

A course cost of \$20 covers the cost of DVC materials and some equipment. Students are expected to come to lessons equipped with basic drawing tools – pencils, ruler, eraser and colour pencils.

ELECTRONICS TECHNOLOGY

In Electronics, students are given the chance to get creative and innovative as they develop electronic products and learn about the complex relationships between meeting real needs, designing and creating quality electronic outcomes.

The course planning is founded on the belief that students learn most effectively by producing practical solutions to tasks supported with research, exploring existing outcomes, designing, and prototyping. A key element of the design process in Electronics is functional modelling and developing conceptual designs through testing ideas. Students will develop skills in drawing, modelling, soldering, and programming.

During the course students will learn about electronic concepts, components and are introduced to programming microcontrollers to control systems in their designs such as sound, movement, and light. Learning will be assessed through three projects and evidence is submitted in digital portfolios and practical electronic outcomes.

Cost: \$35 (covers all electronic materials)

FOOD TECHNOLOGY

This program gives students the opportunity to develop their knowledge and understanding of product design in food technology.

Students develop thinking skills, teamwork and time management as they learn put their ideas to the test. They will walk away with a confidence in the kitchen, which is a valuable life skill.

Students will do this by developing an understanding of:

- Applying the principles of nutrition and healthy cooking
- Food hygiene and safety
- Evaluating, exploring and testing different foods/ recipes to adapt and create own food product
- Planning / time management
- Practical processing skills and developing a food product through technological process: know how, know what and know why.

Course is a 20-week semester. Student cook at least once per week, with additional taste testing's.

Course Cost: \$80.00 is payable towards the cost of food materials.

MATERIALS TECHNOLOGY

The aim of the Material Technology course is to build student skills across all areas of the Technology Curriculum. The students develop their knowledge of safe working practice, tools, machinery, materials, finishing, the design process (including; designing to meet the needs of others, product analysis, ideation, development of concepts, problem solving, manufacturing prototypes and evaluating outcomes), CAD/CAM, a range of practical skills and use of hand tools and some workshop machinery.

Materials Technology leads into Year 10 Materials Technology (10MTC) and through to senior school.

It can be used to gain University Entrance credits and Product Design, Project Management, Industrial Design, Furniture Design and can play a vital role in developing skills relevant to students intending to study Engineering at University.

Course Cost: approximately \$20.00

TEXTILES TECHNOLOGY

In this programme students learn and use the design process to create and construct a hooded sweatshirt. Students discuss the popularity of the hooded sweatshirt as a design and its impact on society since the 1930's. Students learn how to make simple pattern adaptations to alter the fit and style of the given pattern to suit their design idea. Students are encouraged to use imagination and creativity in producing and developing their original designs. The course starts and ends with smaller textile outcomes that explore applied designs/branding using digital screen printing, fabric dying, and laser cutting. Students are able to showcase their finished sweatshirts by modelling in the School Fashion Show.

Practical skills covered include:

- Pattern adaptation
- Fashion drawing and conceptual design
- Sewing techniques and overlocking
- Applied design including digital screen-printing, embellishment, laser cutting

Course is a 20-week semester. Students construct minimum 2 pieces for the show.

Course Cost: \$80.00 is payable towards the cost of materials

STEAM PROGRAMME

The Year 9 STEAM programme is a one semester option. This course incorporates the outcomes of the Digital Technology curriculum. As well as connecting elements of Science, Technology, Engineering and Mathematics, there will be an 'Additional' focus on positive community contribution. It is expected that students will acquire knowledge to work collaboratively on designing and completing a project that will benefit the school or wider community. If oversubscribed, interested students will be selected by ballot.

THE ARTS & COMMERCE

BUSINESS & ECONOMICS

This course aims to achieve two things. The first is to give students a taste of Business Studies, Economics and Accounting. The second is to introduce students to financial capability. This is the ability to make informed judgements and effective decisions on the use and management of money.

In **Business Studies** students learn about the qualities of enterprising people, the techniques used to generate ideas for products and the marketing mix. Finally, they look at how and why businesses rebrand themselves to adjust to changing market trends.

In **Economics** students learn about scarcity by looking at the mismatch of wants and resources. The idea of opportunity cost is developed and students learn that costs are more than just dollars and cents. After looking at the role of the internet with banking and shopping, the focus shifts to the supply chain. The sustainability of resources and the greening of the supply chain are explored. Finally, students look at the bigger world-picture in relation to our international trade dealings with other countries.

Accounting covers the basic concepts of assets, liabilities, owner's equity, expenses and income. Students learn to process accounting transactions and prepare basic financial statements.

In **Financial Capability** students unravel the mysteries of KiwiSaver, and work out which fund is best for them. Learning how to overcome impulse buying and being aware of the techniques businesses use to part customers with their money is also covered. Different types of saving accounts and how to get the best returns, along with how to write up a budget, conclude the course.

The course fee is \$12.50 to cover the cost of resources and access to an interactive financial literacy website.

VISUAL ART

The subject constitutes a wide range of fields, including sculpture, painting, printmaking, photography, and design and strengthens problem-solving and critical-thinking skills. Students will learn to communicate ideas visually, and will be encouraged to base their work upon their own personal interests and experience.

During the semester students will experience a range of drawing, printmaking and painting skills. Students will start to learn about the various forms and processes of the Visual Arts. Through practical work and a study of artists' practice, they will learn to make images, to source and develop ideas, and to communicate and interpret meaning. Students will come to understand visual art works as social and historical texts as they investigate the contexts in which the Visual Arts are made, used, and valued.

It is important to note that the skills being taught underpin that of subsequent study, and, as a University approved course, it will allow students to prepare themselves for future creative industries pathways, including: Designer, sculptor, painter, photographer, filmmaker, printmaker, animator, illustrator, fashion designer and more. Students will learn creativity, collaboration and innovation - key skills for 21st Century careers, whichever pathway they choose to take.

The course leads on to a full year programme in future years of study.

The subject fee is approximately \$40, and is payable at the beginning of this course. This covers the cost of a basic student art kit and additional materials, such as paper, printmaking materials and paint.

The subject constitutes a wide range of fields, including sculpture, painting, printmaking, photography and design.

DANCE

This new, two semester course has been refreshed to introduce students to the primary performative, choreographic and theoretical skills of dance. All students who are enthusiastic about performing in a kinaesthetic way are welcome, whether they have had dance experience or not. Students who have had prior dance training will be extended through leadership roles and are encouraged to build on any existing dance knowledge. The aim of the course is for students to generate and extend their own ideas about dance and to challenge students of all levels and abilities.

The course covers a range of the following:

- Dance vocabulary and exploration of the Dance Elements
- Choreograph and perform in small groups
- Participate in Dance showcase and/or Year 9 dance evening
- Cover a range of different dance genres: Contemporary, Jazz, Hip-hop, Social Dance and Musical Theatre
- Theoretical knowledge on the dance elements

Students are expected to bring a change of clothes to enable them to move freely during class. A **materials fee** of \$30 is payable at the start of the course.

DRAMA

This course has been designed to promote and develop dramatic skills, and also to build a genuine interest in and enthusiasm for all “things dramatic”.

Drama is designed to introduce junior students to the primary skills of performance and emphasis will be on practical exercises covering movement, improvisation, devising and script work with the chance of performing to a live audience. The course will also be looking at Techniques, Elements and Conventions throughout and attending a performance and/or workshop where possible. The self-confidence and communication skills developed in this course will also carry over into other subjects, allowing students to perform more strongly in oral and presentation style tasks such as:

- seminars
- reports
- presentations
- speeches
- debates
- school productions

OPTION MUSIC

This course has been refreshed and is aimed at investigating different aspects of the music world in more depth. The goal is to achieve a transition from the general oriented core music and specialist music courses to the individual planning of how to maximise a student's music potential through organisation, motivation and the opportunity to be involved in a range of learning opportunities. At the heart of the course is the idea of students learning new aspects of music through the consistent and committed practice of a musical instrument.

Students in this course develop skills in performance (playing/singing in small groups and as a soloist), composition (the basics of writing an original piece of music), aural/theory (listening and notation exercises), and musical knowledge (the history of music). A practical unit on instrument making is also part of this course. The use of technology is integral to this course. Students will become familiar with computer music notation and composition programmes.

Students are encouraged to learn an instrument through our itinerant music programme or privately and get involved in the wider music life of the school. Students are expected to perform music as part of the course.

Music students should bring a named 4 Gig USB memory stick.