

**Year 9**  
**Subject Information**

**2019**



**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**

Year 9	Year 10	Level 1	Level 2	Level 3	Dept
<b>ENGLISH</b>  or <b>ESOL</b>	<b>ENGLISH</b>  or <b>ENGLISH</b> for Literacy or <b>ESOL</b>	<b>ENGLISH</b> or <b>ENGLISH</b> Extension or <b>ENGLISH</b> for Literacy or <b>ENGLISH</b> Intermediate or <b>ESOL</b> Media Studies	<b>ENGLISH/IB ENGLISH</b> or <b>ENGLISH</b> Extension or <b>ENGLISH</b> for Literacy or <b>University Entrance</b> <b>Literacy ESOL</b> Media Studies	English/IB ENGLISH or English Scholarship  IELTS Preparation  Media Studies	<b>ENGLISH</b>
<b>JUNIOR SOCIAL SCIENCE</b>	<b>JUNIOR SOCIAL SCIENCE</b>	Social Sciences Internal Geography Geography Extension History History Extension	Geography/IB GEO Geography Extension History/IB HISTORY History Extension History of Art Sociology Classical Studies Tourism	Geography/IB GEO Geography Scholarship History/IB HISTORY History Scholarship History of Art Sociology Classical Studies Tourism	<b>SOCIAL SCIENCE</b>
<b>MATHEMATICS</b>	<b>MATHEMATICS</b>  Accelerated students: <b>MATHEMATICS Extension</b> (doing a Year 11 Course)	<b>MATHEMATICS External</b> <b>MATHEMATICS Internal</b> <b>MATHEMATICS Extension</b> <b>MATHEMATICS for Numeracy</b>	Mathematics Extension Calculus Statistics Mathematics IB MATHEMATICS IB MATHS STUDIES	Scholarship Calculus Calculus Scholarship Statistics Statistics Mathematics IB MATHEMATICS IB MATHS STUDIES	<b>MATHS</b>
<b>SCIENCE</b>	<b>SCIENCE</b>	Science  Science Extension  Science Internal	Biology/IB BIOLOGY Biology Extension Chemistry/IB CHEM Chemistry Extension Physics/IB PHYSICS Physics Extension Science Internal	Biology/IB BIOLOGY Biology Scholarship Chemistry/IB CHEM Chemistry Scholarship Physics/IB PHYSICS Physics Scholarship Science	<b>SCIENCE</b>
<b>FRENCH</b> or <b>JAPANESE</b> or <b>MĀORI</b> or <b>SPANISH</b> or <b>CHINESE</b>	French Japanese Māori Spanish Chinese	French Japanese Māori Spanish Chinese	French/IB FRENCH Japanese/IB JAPANESE Māori Spanish/IB SPANISH Chinese Mandarin/IB MANDARIN	French/IB FRENCH Japanese/IB JAPANESE Māori Spanish/IB SPANISH Chinese Mandarin/IB MANDARIN	<b>LANGUAGE</b>
Drama <b>MUSIC</b>  Dance  Visual Art  <b>DESIGN &amp; VISUAL COMMUNICATION (TECHNOLOGY)</b> or	Drama Music Contemporary Music Dance Performing Arts Visual Art	Drama Music Contemporary Music Dance  Visual Art	Drama Music Contemporary Music Dance Visual Art - Painting - Design - Photography Foundation PHO (FPH) Foundation Visual Art (FVA) Design & Visual Communication (DVC) IB VISUAL ART	Drama Music Contemporary Music Dance Visual Art - Painting - Design - Photography Foundation PHO (FPH) Foundation Visual Art (FVA) Design & Visual Communication (DVC) IB VISUAL ART	<b>THE ARTS</b>
<b>MATERIALS (TECHNOLOGY)</b> or <b>TEXTILES (TECHNOLOGY)</b> or <b>FOOD (TECHNOLOGY)</b> or <b>ELECTRONICS (TECHNOLOGY)</b>	Materials (Technology) Textiles (Technology) Food (Technology) Electronics (Technology)	Materials (Technology) Textiles (Technology) Food (Technology) Construction (Vocational Pathway Course) Engineering Electronics (Technology)	Materials (Technology) Textiles (Technology) Apparel Textiles Food (Technology) Hospitality Construction (Vocational) Furniture Engineering Electronics (Technology)	Materials (Technology) Textiles (Technology) Apparel Textiles Food (Technology) Hospitality Timber Based Construction Engineering Electronics (Technology)	<b>TECHNOLOGY</b>
or <b>MULTIMEDIA TECHNOLOGY (ICT)</b>  Business & Economics	Multimedia Technology(ICT)  Business & Economics	Multimedia Technology(ICT) Generic Computing – Applications (CPG) Programming and Computer Science (PRG) Accounting Business Studies Economics	Multimedia Technology(ICT) Generic Computing – Applications (CPG) Programming and Computer Science (PRG) Accounting Business Studies/ IB BUSINESS MGMNT Economics/IB ECONOMICS Legal Studies	Multimedia Technology(ICT) Generic Computing – Applications (CPG) Programming and Computer Science (PRG) Accounting Business Studies/ IB BUSINESS MGMNT Economics/IB ECONOMICS	<b>COMMERCE</b>
<b>PHYS. EDUCATION</b>  <b>HEALTH</b>	<b>PHYS. EDUCATION</b>  <b>HEALTH</b>	Physical Education Sports Science (Extension)  Health	Physical Education Sports Science (Extension) Practical Phys Ed. Health	Physical Education Sports Science Scholarship Practical Phys Ed. Health	<b>HEALTH PE</b>
		Koru (Learning Support)	Gateway (Careers) Koru (Learning Support)	Pathways to Employment Koru (Learning Support)	

# 2019 TIMETABLE INFORMATION

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## 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

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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

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Year 9 are required to bring their own device to aid their learning in the classroom. Please see the College website for any further information.

# YEAR 9 SUBJECT INFORMATION

- (a) **CORE 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**.

**Students will choose FOUR options.** Each option lasts for one semester (half of the school year). One option must be from **Languages** and one must be from **Technology**.

- (b) **LANGUAGES** – students must take one but may take a maximum of two subjects from Māori, Chinese, French, 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** – students must take one but may take a maximum of two subjects from Design and Visual Communication, Electronics Technology, Food Technology, Materials Technology, Multimedia Technology (ICT) or Textiles Technology. Second choices are subject to availability.

- (d) **THE ARTS and COMMERCE** - students may take a maximum of two subjects from – Business and Economics, Dance, Drama, Music, and Visual Art

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

<b>CORE SUBJECTS</b> (do ALL of these)	<b>LANGUAGE</b> (must do 1, can do up to 2)	<b>TECHNOLOGY</b> (must do 1, can do up to 2, subject to availability)	<b>THE ARTS and COMMERCE</b> (can do up to 2)
English	Māori	Design & Visual Communication	Business & Economics
Mathematics	Chinese	Electronics	Dance
Science	French	Food	Drama
Junior Social Science	Japanese	Materials	Music
Physical Education & Health	Spanish	Multimedia (ICT)	Visual Art
Music	(or ENL)	Textiles	

TOTAL of **FOUR** CHOICES

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

- Core subjects    1 Language                      1 Technology                      2 Arts/Commerce
- Core subjects    2 Languages                      1 Technology                      1 Arts/Commerce
- Core subjects    1 Language                      2 Technology                      1 Arts/Commerce
- Core subjects    2 Languages                      2 Technology                      0 Arts/Commerce

## **THE GUIDANCE DEPARTMENT**

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**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. Other groups targeting specific issues are formed as and when the need arises.

## **LEARNING SUPPORT**

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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**

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### **ENGLISH**

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The Year 9 English programme is based on the key competencies set out by the national curriculum. The aim of the junior course is to cover the essential skills necessary to achieve success in English. It emphasises reading, the development of accuracy in writing, text analysis, and the skills needed for speaking with confidence.

Students will experience a varied programme of coursework which includes novels, Shakespeare plays, films, short texts, formal and creative writing, and speeches. The course also covers grammar and language terms.

Year 9 English is assessed through coursework, block tests and an end-of-year exam. Resources are shared with in the form of Google docs. Student will need to use their devices in class to complete work and for class activities. Some tasks will be handwritten and students will work through a write-on grammar workbook.

## **LITERACY ENGLISH**

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The Year 9 Literacy English course is intended for students who find elements of English very difficult. These students take ENL instead of a second language, and do core English as well. ENL covers the three aspects of language set out by the national curriculum: written, oral and visual language. It offers a range of manageable activities and texts to stimulate interest in the subject. There is an emphasis on improving the skills of reading, writing and speaking in a small class environment.

Please discuss this subject at the enrolment appointment if you think it is appropriate for your son or daughter.

## **ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)**

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There are two courses available for Year 9 and 10 students: 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 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 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: \$40 for a commercially produced grammar workbook with CD ROM.

## **MATHEMATICS**

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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 \$100 if they wish. However, if they already own a scientific calculator or have downloaded one on their device this will be sufficient for their needs in Year 9.

## SCIENCE

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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.

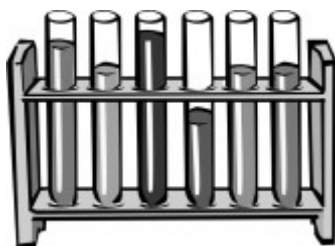
The key skills they will develop are:

- 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 affects 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 \$30 cover a range of resources including individual membership to an interactive website to support science education.



## JUNIOR SOCIAL SCIENCE

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Junior Social Science education aims to enable students to participate in a changing society as informed, confident, and responsible global citizens. A major part of our changing society is how information is accessed, interpreted and delivered. As such, digital device use is an integral component of the Junior Social Science course. Conceptual understanding is a focus of our Junior Social Science program. At the Year 9 level there is a focus on economic activities, the Asia-Pacific region, 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 Pacific:* 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**

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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 (String Ensemble, Beginner Strings, Keyboard/Piano, Big Band, Symphonic Band, Guitar, Rock 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**

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## **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**

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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.

Students with prior knowledge of a language are encouraged to complete the Language Placement Form in the enrolment pack to determine the most appropriate year level for study.

Course costs include individual membership to an online vocabulary learning programme.

### **GUIDELINES TO CHOOSING A LANGUAGE**

#### **MĀORI**

- is unique to our country and an important aspect of our culture and history
- has significant advantages in employment opportunities, e.g. tourism, education, social work, health care, various government departments
- is of interest when dealing with place names and local terms
- is a feature in or is recommended for some tertiary courses
- joining Kapa Haka is strongly recommended

#### **FRENCH**

- is a major European language and opens the way to the study of other Romance languages
- is the language of our closest non-English speaking neighbour
- is spoken by many countries around the world
- has cultural and historical links with English
- is an official language of the United Nations and the Olympic Movement

#### **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

Rangitoto College Languages Department organises EXCHANGES AND TRIPS to all the relevant countries / locations so that students may experience the language / life style / culture at first hand.

## **TECHNOLOGY COURSES**

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**TECHNOLOGY** – all students **MUST** do **ONE** of Design and Visual Communication, Electronics Technology, Food Technology, Materials Technology, Multimedia Technology (ICT) or Textiles Technology. It is possible to do a maximum of two different Technology subjects if a student would like this but it may not be possible if a subject becomes oversubscribed

### **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.

## **DESIGN & VISUAL COMMUNICATION**

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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 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.**

The subject fee 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**

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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, processing materials and components to create 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, deconstruction and developing conceptual designs shown through sketching, modelling and evaluating. During the course the students will make and test basic components and discover the fundamentals of electronics. Evidence of learning will be presented in a digital portfolio.

Cost: \$40 (covers all electronic materials)

## **FOOD TECHNOLOGY**

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This program gives students the opportunity to develop their knowledge and understanding of product design in food technology. Students will develop thinking skills, teamwork and time management as they learn put their ideas to the test. Students 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 food 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:** \$70.00 is payable towards the cost of food materials.

## **MATERIALS TECHNOLOGY**

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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 points, 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:** \$20.00

## **MULTIMEDIA TECHNOLOGY (ICT)**

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In this Technology course students are acquainted with the knowledge and skills needed to develop IT based outcomes following technological practice. This includes experimenting with tools, materials and techniques through modelling, as well as evaluating outcomes. Past, current and upcoming innovations in digital technology are also investigated.

The course covers:

- Introductory programming/coding concepts, including computer game software and design
- Introductory computer science concepts
- Image creation and manipulation (including the use of tools like Photoshop and Illustrator)
- Introductory web development (including HTML) along with the associated design principles

Students will need a 4GB or larger USB stick.

## **TEXTILES TECHNOLOGY**

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This program gives students the opportunity to design a textile product, which they can wear in the school fashion show. Students work from a given a brief to design and make a textile garment that meets the requirements of that given brief. Students are encouraged to use imagination and creativity in producing and developing original designs. At the end of the show, students can take their designs home for future wear.

Practical skills covered include:

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

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

**Course Cost:** \$70.00 is payable towards the cost of materials

# THE ARTS & COMMERCE

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## BUSINESS & ECONOMICS

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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 literacy. 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. 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 Literacy** students unravel the mysteries of KiwiSaver, and work out which fund is best for them, and future proof themselves by finding out about student loans. Learning how to overcome impulse buying and being aware of the techniques businesses use to part customers with their money are 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

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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 in, through, and about the various forms and processes of the Visual Arts. Through practical work and a study of established 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 career pathways, including: Designer, sculptor, painter, photographer, printmaker, animator, illustrator... and by collaborating, innovating and crafting...

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

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

## **DANCE**

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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**

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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**

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This new 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.